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ABSTRACT

The documents listed in this annotated bibliography on programmed instruction in foreign languages were announced in the monthly ERIC (Educational Resources Information Center) publication "Research in Education" during the period from 1967 through March 1971. The selection, which is selective rather than comprehensive, comprises reports on conferences and research projects, papers concerned with theory and application, and descriptions of teaching materials. The documents are listed under the following headings: (1) General Background; (2) English (Foreign Language); (3) French; (4) German; (5) Italian; (6) Russian; and (7) Bibliographies and References. In addition to author, title, publication date, number of pages, and, where applicable, other bibliographical information, each entry includes a list of ERIC descriptors, identifiers, and an abstract. The EDRS (ERIC Document Reproduction Service) prices given are, however, outdated. To compensate for this, a 1977 EDRS order form and RIE subscription information have been appended. (CFM)

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PROGRAMMED INSTRUCTION IN FOREIGN LANGUAGES

A Selective Listing of ERIC Documents

Compiled by Anna Maria Malkoc

The following documents on programmed instruction in foreign languages have appeared in resume form in the monthly ERIC (Educational Resources Information Center) publication Research in Education during the period from 1967 through March 1971. The selection comprises reports on conferences and research projects, papers concerned with theory and application, and descriptions of teaching materials. As indicated by the title, this listing is selective rather than comprehensive; further information on this subject may be found by referring to the Research in Education indexes. (It will be noted that these subject indexes list Programed Instruction and Programing Languages, reflecting the spelling which appears in the ERIC Thesaurus of Descriptor Terms and as used by some authors.) Details on subscribing to RIE and ordering individual documents announced in RIE are appended.

N.B.: Prices cited in the résumés are no longer current. See the appended EDRS order form for 1977 prices or consult a current edition of RIE.

ERIC Clearinghouse for Linguistics
Center for Applied Linguistics
1717 Massachusetts Avenue NW
Washington, D.C. 20036

1971

GENERAL BACKGROUND:

Barrutia, Richard; And Others
INNOVATIVE PROJECTS--FOREIGN LANGUAGE TEACHING. FINAL REPORT.
California University, Irvine
Publication date June 1969
30 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Branching, College Language Programs, Computer Assisted Instruction, Computer Oriented Programs, Educational Technology, Electronic Equipment, French, Instructional Innovation, Laboratory Equipment, Language Instruction, Language Programs, Program Descriptions, Program Development, Programed Instruction, Programed Materials, Research Projects, Spanish, Statistical Data, Teaching Machines

Identifiers: University of California, Irvine

This report consists of three parts--(1) an overview of the use of the Ampex Intrinsic Device (AID) in beginning Spanish classes, (2) a description of the Course Author Language (CAL) computer program, and (3) a description of a supplementary project for the testing of the Appleton-Century-Crofts-Center for Applied Linguistics French Program. The workings of the AID machine are explained and the results of two quarters of its use are discussed. A great deal of additional information about AID, including statistical results, a sample module, and notes on program preparation, program recording, coding, and budget is presented. The CAL program's development and possible uses are described with special reference to problem areas, and to possible ties with AID. Presentation of the French program and recommendations for its use are considered. ED 032 808

Barrutia, Richard
A SUGGESTED AUTOMATED BRANCH PROGRAM FOR FOREIGN LANGUAGES
American Association of Teachers of Spanish and Portuguese
Publication date May 1964
9 pages
Journal Cit--Hispania; v7 n2 p343-50 May 1964
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Audiolingual Methods, Autoinstructional Programs, Basque, Branching, Electronic Equipment, Feedback, Instructional Films, Instructional Innovation, Language Instruction, Language Laboratory Use, Language Programs, Modern Languages, Program Descriptions, Program Development, Second Language Learning, Spanish, Teacher Role, Teaching Machines

Completely automated and operated by student feedback, this program teaches and tests foreign language recognition and retention, gives repeated audiolingual practice on model structures, and allows the student to tailor the program to his individual needs. The program is recorded on four tape tracks (track 1 for the most correct answer, etc.). The first phase of the project, construction of a working model of the electromechanical device and an experimental unit in Basque, has been completed. Diagrams of the equipment setup are provided, as are discussions of the program's components (including a projected totally automated motion film), and exercise examples in Spanish. ED 022 407

3. Belasco, S.
WHERE IS PROGRAMED LANGUAGE INSTRUCTION MOST EFFECTIVE?
Publication date April 1969
Paper presented at the Kentucky Foreign Language Conference, Lexington, Kentucky, April 1969
16 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Language Instruction, Language Learning Levels, Language Proficiency, Language Skills, Learning Processes, Nucleation (Language Learning), Programmed Instruction, Second Language Learning

In this paper the author hopes to "persuade methodologists and foreign language teacher to attack the problem of foreign language acquisition" from what he considers to be a "more strategic angle." He is concerned with how language proficiency, rather than the individual skills, can be taught. The author doubts whether it is possible to develop foreign language proficiency in an artificial, unicultural situation by any known method but suggests that in order to find out any experimental program be tried out first on foreign language majors rather than beginning language students. If it succeeds with them, then the method can be applied "downward" to nonmajors, first to advanced students, then to intermediate students, and finally to elementary students. How far "down" one can go will depend on the extent to which a foreign language program is geared exclusively to the acquisition of language. The acquisition of foreign language skills should take precedence over any linguistically, esthetically or educationally oriented considerations. ED 030 852

4. Birkmaier, Emma; Lange, Dale
FOREIGN LANGUAGE INSTRUCTION
Publication date April 1967
14 pages
Journal Cit--Review of Educational Research; v34 n2 p186-99 April 1967
Document Not Available from EDRS

Descriptors: Achievement Tests, Audiolingual Methods, Bibliographies, Bilingualism, College Language Programs, FLES, Grammar Translation Method, Language Instruction, Language Laboratories, Language Skills, Modern Languages, Programed Instruction, Psychology, Research Reviews (Publications), Secondary Schools, Second Language Learning, Student Characteristics, Teacher Education, Teaching Methods

This review of research in foreign language instruction summarizes and interprets selected studies produced during the period 1963-66. Topics covered include the psychology of learning, comparisons of methods, language skills, visual-auditory relationships, vocabulary, grammar, and FLES, as well as programed instruction, technological media, student characteristics, achievement testing, bilingualism, and teacher training. A bibliography of 67 items is included. ED 024 308

5. Bloom, Benjamin S.; And Others
[Cross-National Study of Educational Attainment: Stage I of the I.E.A. Investigation i Six Subject Areas. Volume II, Booklet 5]
FRENCH AS A FOREIGN LANGUAGE, ENGLISH AS A FOREIGN LANGUAGE, CIVIC EDUCATION, ATTITUDE AND DESCRIPTION SCALES
Chicago University, Illinois; International Project for the Evaluation of Educational Achievement, Hamburg (West Germany)
Sponsoring Agency: Office of Education (DHEW), Washington, D. C. Bureau of Research

Publication date February 1969
679 pages
EDRS price: MF-$0.65, HC-$23.03

Descriptors: Achievement Tests, Answer Keys, Attitudes, Bilingualism, Cartoons, Civics, Cognitive Tests, English (Second Language), French, Illustrations, International Organizations, Language Tests, Listening Comprehension, Multiple Choice Tests, Objective Tests, Programed Texts, Reading, Second Language Learning, Speaking, Writing

Identifiers: UNESCO, United Nations Educational Scientific Cultural Organization

This fifth booklet included in the second of a two-volume cross-national study of educational attainment is a compilation of cognitive tests prepared for four fundamental student groupings in the areas of French as a foreign language, English as a foreign language, and civic education. Test booklets, pertinent scripts of taped material, test instructions, and scoring keys are provided. A multiple combination of French listening, reading, speaking, and writing tests is presented. The English series include several reading and listening tests while traditional writing and speaking tests are projected. The civic education section contains test and supplementary questions. Attitude scales are forthcoming for: (1) French and English showing interest in the foreign language and attitudes towards learning the language as a school subject, and (2) civic education indicating citizenship attitudes, attitudes toward egalitarianism, and perceptual awareness of the community. Test questions are largely of a multiple-choice, matching, dictation, or completion type nature and allow for quick scoring. Cartoon figures and illustrations are used frequently to illustrate test questions or possible answers. For companion documents see EA 002 594 and EA 002 615. ED 033 636

5. Bockman, John F.
EVALUATION OF A PROJECT: INDEPENDENT FOREIGN LANGUAGE STUDY BY SELECTED EIGHTH GRADERS AT TOWNSEND JUNIOR HIGH SCHOOL USING PROGRAMMED MATERIALS. MARCH 3 TO MAY 23, 1969
Tucson Public Schools, Arizona
Publication date August 1969
53 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Educational Experiments, Experimental Programs, French, German, Gifted, Grade 8, Independent Study, Interviews, Language Instruction, Language Programs, Motivation Techniques, Program Descriptions, Programed Instruction, Questionnaires, Second Language Learning, Spanish, Student Attitudes, Student Motivation

Identifiers: Tucson Arizona Public Schools

This three-month project utilized commercially prepared programed materials in French, German, and Spanish instruction for eighth graders selected for high language aptitude and above average ability. Interviews with participating students made after the completion of the project are the basis of the project evaluation which includes recommendations. Project participants, facilities, arrangements, supervision, programs, purpose, objectives, and significant findings are described and evaluated. A letter to parents explaining the project and results of an attitude questionnaire administered to participants are also included. ED 033 632

7. Boyd-Bowman, Peter
SELF-INSTRUCTION IN THE NON-WESTERN LANGUAGES: A MANUAL FOR PROGRAM DIRECTORS
National Council of Associations for International Studies, Pittsburgh, Pa.
Sponsoring Agency: Office of Education (DHEW), Washington, D. C.Bureau of Research
Publication date December 1969
40 pages; revised edition
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Programs, College Instruction, College Language Programs, Independent Study, Language Laboratory Equipment, Manuals, Program Administration, Program Development, Teaching Methods, Uncommonly Taught Languages

The National Council of Associations for International Studies, composed of 11 regional associations encompassing over 400 U.S. colleges and universities, has published this revised edition (see ED 010 402 for first edition) for two reasons: (1) the self-instructional approach to language teaching represents a significant breakthrough in the ability of institutions to offer "critical" languages as part of their regular academic programs; and (2) the National Council is sponsoring a nationwide program of self-instruction in critical languages with the author (director of the Center for Critical Languages, SUNY at Buffalo) as general consultant. The author prepared this manual for college administrators who wish to establish auto-instructional programs in languages not offered in the regular class schedules of their institutions. Procedures for selecting languages, ordering materials and equipment, recruiting native speakers and students, orientation and observation of students, testing, and other activities related to the implementing of the program, are discussed. Also included are data on texts, tapes, tests, and reports. A December 1969 listing of 44 institutions offering self-instruction in one or more languages (Chinese, Greek, Hebrew, Hindi, Hungarian, Japanese, Korean, Portuguese, Serbo-Croatian, Swahili, Arabic and Vietnamese) concludes the manual. ED 036 792

8. Brown, George H.
PROVIDING COMMUNICATION EXPERIENCES IN PROGRAMED FOREIGN LANGUAGE INSTRUCTION
George Washington University, Alexandria, Virginia, Human Resources Research Office
Sponsoring Agency: Department of the Army, Washington, D. C.
Publication date November 1968
Expanded version of paper entitled "Simulated Tutoring in Foreign Language Programing" presented at 1968 meeting of the American Psychological Association
11 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Audiolingual Methods, Autoinstructional Aids, Educational Methods, Instructional Program Divisions, Language Instruction, Language Laboratories, Language Skills, Modern Languages, Motivation, Motivation Techniques, Programed Instruction, Programed Materials, Programed Units, Second Language Learning, Simulation, Teaching Methods, Teaching Techniques

This paper describes two techniques designed to offer students genuine communication experiences in a foreign language. In "simulated tutoring," a recording of the tutor's voice is made while he tutors a live subject in the correct pronunciation of a short dialogue. Students subsequently responding to the prerecorded utterances experience the illusion that a live teacher is tutoring them. In "simulated conversation," the student is given information relevant to a communication situation (e.g. making a purchase) which is then simulated for him on tape in the foreign language. He is then confronted, on tape, with a relatively unpredictable set of questions and

comments to which he must generate appropriate responses. Both techniques are intended to increase student motivation in programed instruction. ED 041 518

9. Buiten, Roger; Lane, Harlan
A SELF-INSTRUCTIONAL DEVICE FOR CONDITIONING ACCURATE PROSODY
Michigan University, Ann Arbor. Center for Research on Language and Language Behavior
Publication date August 1965
Address given at the International Congress of Applied Psychology, August 1964
15 pages
Journal Cit--International Review of Applied Linguistics; v3 n3 p205-219 August 1965
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Acoustic Phonetics, Autoinstructional Aids, Diagnostic Teaching, Educational Equipment, Educational Facilities, Language Instruction, Modern Languages, Multimedia Instruction, Phonology, Programed Instruction, Second Language Learning, Speech Evaluation, Speech Improvement, Teaching Machines, Teaching Procedures

Identifiers: Speech Auto Instructional Device (SAID)

A self-instructional device for conditioning accurate prosody in second-language learning is described in this article. The Speech Auto-Instructional Device (SAID) is electro-mechanical and performs three functions: SAID (1) presents to the student tape-recorded pattern sentences that are considered standards in prosodic performance; (2) processes the student's imitation and instantaneously evaluates its acceptability on the basis of pitch, loudness, and tempo; and (3) displays the degree to which the imitation is unacceptable and demonstrates how modifications are to be made for correction. Discussion of the rationale for the SAID system includes comments on other approaches to prosody instruction. Detailed information on SAID's functional operation is provided. ED 038 896

10. Bung, Klaus, Ed.
PROGRAMMED LEARNING AND THE LANGUAGE LABORATORY 1
Publication date 1968
256 pages
Available from: Longmac Limited, 72 Tottenham Court Road, London W 1, England
Document Not Available from EDRS

Descriptors: Algorithms, Bibliographies, Cybernetics, Language Instruction, Language Laboratories, Latin, Phonetic Transcription, Programed Instruction, Programed Materials Programing, Programing Problems, Psycholinguistics, Tape Recorders

Identifiers: Mathetics, Old English

The author has compiled these papers in an attempt to show (1) the relevance of programed learning research for language teaching, (2) how better materials for the language laboratory can be developed, and (3) how the language laboratory can be used more efficiently. The first part of this two-part volume contains papers on programed learning in general--(1) "Towards an Operational Definition of Programmed Learning" by Derick Unwin, (2) "The Mathetics Style of Programming" by Ivor K. Davies, (3) "Memory and Programme Construction" by Ernst Ludwig, and (4) "Algorithms and Programmed Instruction" by L. N. Landa. Papers in Part 2 are concerned with language instruction--(5) "Some Thoughts on Programming Modern Languages for the Tape-Recorder" by Klaus Bung, (6) "A Psycholinguistic Critique of Programmed Foreign Language" by Bernard Spolsky, (7) "Programmed Instruction in Latin" by Peter Hodge,

(8) "Old English in the Language Laboratory" by Barbara Raw, (9) "Programming a Phonetic Script" by P. G. O'Neill, (10) "Uses of the 'Audio-Adapter'" by Klaus Bung, and (11) "A Model for the Construction and Use of Adaptive Algorithmic Language Programmes" by Klaus Bung. Notes on the author and his publications follow each paper; several authors have included bibliographies. See related document AL 001 032. ED 024 042

11. Bung, Klaus
SUBVALIDATION OF LANGUAGE PROGRAMMES, OR HOW TO AVOID THE REINFORCEMENT OF ERRORS
Publication date 1967
From Programmed Learning and the Language Laboratory 2, Longmac, London
28 pages
Available from: Copyprints, Ltd., 87 Borough High Street, London SE 1, England
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Course Evaluation, Evaluation Methods, German, Language Programs, Material Development, Predictive Validity, Programed Instruction, Programing Problems, Stimulus Devices

Lack of agreement among linguists on basic points in language makes it difficult for the programer of self-instructional language texts to make definite statements concerning his subject. Programed instruction has been "too much concerned with the efficiency of the technique but it has not offered sufficient means of checking the validity of the assertions made in the program." In pointing out some of the mistakes which exist in German textbooks, the author feels that there are certain stimulus/response relationships which are particularly difficult to clarify. What is needed is basic linguistic research of a most extensive kind, and to which the language programers will have access. Good programs are needed but the commercial enterprises developing programs cannot be stopped to wait for research. As a solution to this problem, the author suggests that each program should go through a "subvalidation" process--a kind of "ad hoc minimum research." The test subjects in the validation procedure for a "German for non-Germans" program would be non-Germans; the test subjects in the subvalidation procedure for the same program would be Germans. The same applies "mutatis mutandis" for other language programs.
ED 022 143

12. Butler, Mary, Ed.; Serafino, Robert, Ed.
PROGRAMMED INSTRUCTION IN FOREIGN LANGUAGE TEACHING. REPORT OF SECOND ANNUAL CONFERENCE
Bridgeport University, Connecticut
Publication date 22 November 1969
47 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Audiolingual Methods, Auditory Training, Conditioned Response, Language Fluency, Language Instruction, Linguistic Theory, Listening Comprehension, Modern Languages, Pattern Drills (Language), Programed Instruction, Second Language Learning, Textbook Preparation, Verbal Ability, Verbal Development, Verbal Operant Conditioning

Dr. Simon Belasco's paper "Programmed Instruction and the Psychology of Second Language Learning" explores basic assumptions held by curriculum designers and teachers concerning the possibility of second language acquisition in an artificial, uniculturral, and contrived classroom environment. Concepts relating to scope and sequence,

New Key techniques, speaking and listening comprehension relationships, contrived and live teaching materials, and other psychological and linguistic observations are presented in this critical study. Five refinement characteristics to improve the typical, commercially-designed pattern drill focus on: (1) initial drills as part of an integrated drill-type sequence, (2) a single pattern presented in the same drill, (3) efficient arrangement of structural features for presentation, (4) presentation of the entire system, and (5) step, slot, and cue correspondence. Extensive, sample, drill materials and listening exercises are provided. Shorter papers on programed instruction are also contained in the report. ED 038 899

13. Chastain, Kenneth
BEHAVIORISTIC AND COGNITIVE APPROACHES IN PROGRAMMED INSTRUCTION
Publication date April 1970
Paper presented at the 23rd University of Kentucky Foreign Language Conference, Seminar on Programmed Learning, April 23-25, 1970, Lexington, Kentucky
13 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Behavioral Objectives, Behavior Development, Behavior Theories, Cognitive Development, Conditioned Response, Conditioned Stimulus, Habit Formation, Language Instruction, Linguistic Competence, Modern Languages, Programed Instruction, Stimulus Behavior, Teaching Methods, Verbal Learning, Verbal Operant Conditioning

Implications of the behaviorist and cognitive theories in language instruction are discussed in this article. Some contributions of Skinner, Politzer, Valette, Morton, Lane, and Mueller and Niedzielski clarify the behaviorists' view of language as a myriad of conditioned responses. In turn, the cognitive viewpoint, seen as the acquisition and storage of knowledge, is examined in terms of the theory of Ausubel, Spolsky, Chomsky, Ohmann, Miller, McNeill, Markle, and Tieman. Concluding remarks suggest ways in which to combine elements of both theories in language teaching methodology. ED 042 379

14. Clark, William H.
USING PROGRAMMED FOREIGN LANGUAGE COURSES IN SECONDARY SCHOOL WITH SPECIALLY TRAINED TEACHERS. FINAL REPORT.
Sponsoring Agency: Office of Education (DHEW), Washington, D. C. Bureau of Research
Publication date 30 September 1968
58 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Programs, German, High Achievers, High School Curriculum, Language Instruction, Language Learning Levels, Language Research, Language Skills, Language Teachers, Programed Instruction, Secondary Schools, Secondary School Students, Second Language Learning, Spanish, Specialists, Student Motivation, Teacher Guidance, Teacher Role

Designed to develop information on the use of programed self-instruction in foreign languages in the secondary schools, this study indicates that high school students given the equivalent of a first-year Spanish or German course by means of programed self-instruction under the supervision of a specially trained teacher will be able to cope satisfactorily with the second-year classroom course. Following a brief description of the participants and the two-phased experiment, a commentary on the results and a summary of recommendations are presented. Detailed appendixes contain: (1) student course information, (2) seven relevant questionnaires for students,

workshop participants, and administrators, and (3) teacher and participant program appraisal forms. ED 025 187

15. Donoghue, Mildred R., Ed.
FOREIGN LANGUAGES AND THE SCHOOLS: A BOOK OF READINGS
Publication date 1967
472 pages
Available from: William C. Brown & Co., 135 South Locust Street, Dubuque, Iowa 52001 ($4.95)
Document Not Available from EDRS

Descriptors: Anthologies, Audiolingual Methods, Audiovisual Aids, Bilingualism, College Language Programs, Cultural Context, English (Second Language), FLES, Language Instruction, Language Laboratories, Language Skills, Learning Theories, Linguistics, Modern Languages, Programed Instruction, Psychology, Secondary Schools, Second Language Learning

The 62 selections in this volume, all written since 1963, describe the latest developments in modern language teaching at both the elementary and secondary school level. The book is designed for both preservice and inservice personnel. Individual chapters include essays on the trends and issues and the linguistic, psychological and organizational backgrounds of language teaching, the four language skills, cultural studies, evaluation and testing, programed instruction, audiovisual and audiolingual media, teacher education, the language institutes, and English as a second language. ED 022 395

16. Eddy, Frederick D.
1959 REVISITED
Department of Audiovisual Instruction, Washington, D. C.
Publication date November 1962
22 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Instructional Materials, Language Instruction, Language Laboratories, Language Laboratory Equipment, Second Language Learning, Audio Active Compare Laboratories, Audio Active Laboratories, Audiolingual Methods, Audiovisual Aids, Electronic Classrooms, Electronic Equipment, Equipment Evaluation, Language Laboratory Use, Program Administration, Program Evaluation, Programed Instruction, Tape Recorders, Tape Recordings, Teacher Education, Teaching Techniques

In response to public demand, the September 1959 issue of "Audiovisual Instruction" is reprinted here with updated commentary. An introduction briefly discusses progress in acceptance and implementation of audiolingual methods in language instruction and stresses the importance of preservice and inservice teacher training. Using the question-and-answer technique, the body of the article considers the role of language laboratories and electronic equipment in the audiolingual approach, commenting in detail on equipment, costs, room location, materials, and techniques, as well as on teacher training, administrative problems, and evaluation criteria. An addendum of updated comments follows each question and answer, and a note on programed instruction concludes the discussion. This article appeared in "Audiovisual Instruction," Volume 7, Number 9, November 1962, pages 602-623. ED 020 688

17. Ellert, Ernest E.
THE CONCEPT OF THE DIRECTED PROGRAM
18 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Achievement Tests, Aptitude Tests, Audiovisual Instruction, Autoinstructional Methods, Conventional Instruction, German, Language Instruction, Pacing, Personality Theories, Programed Instruction, Programing Problems, Student Attitudes, Tape Recorders, Teacher Attitudes

The author discusses the testing of the validity of self-pacing in a two-year programed German course at Colorado State University. Two teaching situations were set up for the programed materials. The first group, 24 students who met in a room "equipped somewhat like a language laboratory," were "self-paced," using books, tapes, and a tape recorder. They were encouraged to ask questions, which were answered individually. For the second group, 34 students in a regular classroom, the same programed materials were put on transparencies and used with an overhead projector, a loudspeaker, and a screen. This group also encouraged to interrupt at any point with questions, which were answered briefly (and usually in English). The students responded in unison when an oral response was required, and kept notebooks for written responses. The teacher, standing so that he could see when the students were finished writing, paced the presentation of the frames accordingly. Various tests were given to these two groups, along with a third group of several conventional classes. Because of inadequate controls, the author feels that the results are inconclusive. However, "it is easy to conclude," he reports, "that even though the achievement tests did not measure the skills that were given the most emphasis in the program, these (programed) students more than held their own with students receiving the conventional type instruction." ED 022 147

8. Estarellas, Juan
A PSYCHOLINGUISTIC MODEL FOR SECOND LANGUAGE LEARNING: NEW PROSPECTS FOR PROGRAMMED INSTRUCTION
Publication date August 1967
Paper presented at 10th International Congress of Linguists, Bucharest, Romania, August 28 - September 2, 1967
8 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Audio Video Laboratories, Autoinstructional Aids, Behavioral Objectives, Behavioral Science Research, Conditioned Response, Course Objectives, Language Laboratories, Multimedia Instruction, Programed Instruction, Programed Materials, Programing, Psycholinguistics, Redundancy, Second Language Learning, Transformational Generative Grammar, Verbal Operant Conditioning, Verbal Stimuli

Applied theories in the development of self-instructional, audio-video courses at Florida Atlantic University are explored in this article. Development of intralanguage and extralanguage associations of "verbal context" is proposed as means by which the student might achieve desired verbal-operant repertoire through self-instruction. The learning theories of B. F. Skinner and N. Chomsky are contrasted with emphasis on the distinction between the behavioral "chains" and the structural "strings" of forms. The specifications of the terminal behavior, items to be taught, organization of the presentations of the items, size and sequence of the steps, and reinforcement mechanisms are commented on in terms of programing procedures.
ED 038 892

19. Feldman, David M.
PROGRAMMED LEARNING AND COMPUTER-ASSISTED INSTRUCTION IN FOREIGN LANGUAGES
Publication date 1970
83 pages
Available from: Department of Linguistics, California State College, Fullerton, California 92631 ($1.35)
Document Not Available from EDRS

Descriptors: Computer Assisted Instruction, Instructional Materials, Language Instruction, Portuguese, Programed Instruction, Spanish, Teaching Methods

Following an introductory review of foreign language teaching since the Second World War, the author discusses the cybernetic aspects and psychological basis of instructional technology; programmed learning/computer-assisted instruction and behavioral objectives; hardware versus software; linear programming; branching programs; programming verbal subject matter, a sample hardware installation, automated teaching in an overall program, and cost. (Sample material from lessons in Portuguese phonology for Spanish speakers is used as illustration. A six-page bibliography is appended. ED 040 379

20. Ferster, C. B.; Rocha E. Silva, M. I.
Publication date June 1966
32 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Programs, German, Language Research, Programed Instruction, Second Language Learning, Self Evaluation, Speech Skills, Teaching Machines, Teaching Methods, Writing Skills

An experiment at Georgetown University with eight college freshmen involved a semi-automatic method of teaching a rapid introduction to the basic structure of German derived from an operant conditioning analysis of verbal behavior. The predominant feature of the program was a matching-to-sample technique utilizing a teaching machine and cards. The major programing principle was to differentially reinforce the student's behavior as he was presented with simple or mixed textual, pictorial, and auditory stimuli. Reinforcement occurred in the form of immediate feedback indicating the correctness of the response. The hypothesis of the experiment was that an extensive repertoire as a listener and reader would provide the basic performance from which speaking and writing could emerge. It was assumed that the student would reinforce and shape his own behavior as he heard differences between his own speech and that of the native model. Another feature of this largely autodidactic program was the brief test given the student after each lesson which measured his total performance to date. Although the results of the experiment supported the hypothesis that speaking and writing skills can be taught through auditory and textual materials, that procedure was not recommended as the sole teaching method. The document includes an extensive, detailed description of the design, methods, techniques, phases, and results of the experiment. This article is a reprint from "International Review of Applied Linguistics in Language Teaching," Volume 4, Number 2, 1966. ED 011 735

Filipovic, Rudolf, Ed.
ACTIVE METHODS AND MODERN AIDS IN THE TEACHING OF FOREIGN LANGUAGES
Federation International des Professeurs de Langues Vivantes
Publication date April 1968

Conclusions and Recommendations of the 10th Congress of the Federation Internationale Des Professeurs De Langues Vivantes, Zagreb, Yugoslavia, April 5-9, 1968
14 pages
EDRS price: MF-$0.65, HC Not Available from EDRS

Descriptors: Audiovisual Instruction, Bilingual Education, Conference Reports, Contrastive Linguistics, Cultural Education, Cultural Enrichment, Educational Objectives, Educational Radio, Instructional Aids, International Organizations, Language Instruction, Language Research, Literature, Programed Instruction, Second Language Learning, Teaching Methods, Televised Instruction

Conclusions and recommendations of the 10th Congress of the Federation Internationale des Professeurs de Langues Vivantes based on papers, speeches, and discussions of language research in many different countries are presented. A three-part section on audio-visual aids comments upon: (1) the value and limitations of the language laboratory, (2) the relative merit of radio and television in foreign language teaching, and (3) the use of audio-visual methods in the areas of writing, exercises, and grammar. A section on foreign language teaching in a bilingual community questions: (1) the effect of universally required second language study on child personality, (2) the effect of bilingual status on the teaching of a third language, and (3) the degree of bilingualism for which the intensive language program should aim. Many research recommendations are offered in the section on contrastive linguistics and its pedagogical implications. Other sections deal with programed foreign language teaching, literature and civilization in foreign language teaching, and technical language in secondary and adult education. A program schedule is included. [Not available in hard copy due to marginal legibility of original document]. ED 033 630

12. Fishman, Joshua A. and others
LANGUAGE DEVELOPMENT; SELECTED PAPERS FROM A FORD FOUNDATION CONFERENCE ON THE STATE OF ART
Ford Foundation, New York, N.Y.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Publication date October 1968
Papers presented at a Ford Foundation Conference, New York, April 1967
69 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: English (Second Language), Federal Aid, Financial Support, Foundation Programs, Instructional Materials, Language Development, Language Laboratories, Language Research, Linguistics, Modern Languages, Programed Instruction, Second Language Learning, Sociolinguistics, Teaching Methods, Televised Instruction, Uncommonly Taught Languages

Identifiers: Ford Foundation

The five papers collected in this booklet present an overall view of language development from the early 1950's to the present. Joshua A. Fishman discusses language and the problems of social and national development and indicates how sociolinguistic research may illuminate these problems. Albert H. Marckwardt considers the teaching of English as a foreign language, discussing the postwar and present situations, the role of linguistics, teaching materials, and the teacher shortage. Kenneth Mildenberger discusses progress in teaching and research in both the commonly and uncommonly taught languages, considering learning theories, instructional improvement,

instructional materials, professionalism, and Federal aid. Implications of the new technology for language teaching are examined by Wilbur Schramm, who discusses the present and possible future uses of accepted technological devices and examines the more controversial technological developments. Melvin F. Fox reports on Ford Foundation activities (1951-66) in support of foreign language teaching and the teaching of English as a second language at home and abroad. ED 024 313

23. Gorosch, Max
TEACHING BY TELEPHONE, AN EXPERIMENT IN LANGUAGE TEACHING
Publication date July 1967
18 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Language Skills, Modern Languages, Pronunciation Instruction, Teaching Techniques, Telephone Instruction, Autoinstructional Materials, English (Second Language), Language Instruction, Language Proficiency, Special Programs, Tape Recordings, Teacher Education

Proficiency in English is a requirement in Sweden for vocational school teachers. Teaching by telephone was experimented with in an attempt to create a reserve of these teachers who would meet the required proficiency level. Candidates who passed an initial proficiency test followed a course for four months in which self-instructional books with tapes were used. Supplementary materials were studied, and 15 to 20 minute telephone lessons were given each second week. This article describes with specific details, the objectives of the course, the initial and final tests of language skills, the basic course materials, and the procedures and content of the telephone lessons. The results of the telephone course are evaluated in terms of their practical applicability, the development of the test, and the attitudes of the participants. There was some noticeable gain in pronunciation features, and although advancement was unequal among the participants, several found, despite the unnatural situation with the telephone, that the telephone calls served as a good stimulus for preparing the self-instructional course. This article appeared in the "International Review of Applied Linguistics in Language Teaching," Volume 5, Number 2-3, July 1967, pages 123-139. ED 013 054

24. Gravit, Francis W., Ed.; Valdman, Albert, Ed.
STRUCTURAL DRILL AND THE LANGUAGE LABORATORY: REPORT OF THE THIRD LANGUAGE LABORATORY CONFERENCE HELD AT INDIANA UNIVERSITY, MARCH 29-31, 1962
Indiana University, Bloomington. Research Center in Anthropology
Publication date 1963
Publication 27 of the Indiana University Research Center in Anthropology, Folklore, and Linguistics
224 pages
Journal Cit--International Journal of American Linguistics; Part 3 v29 n2 April 1963
Document Not Available from EDRS

Descriptors: Audiolingual Methods, Audiolingual Skills, Conference Reports, English (Second Language), Evaluation, High Schools, Language Instruction, Language Laboratories, Language Laboratory Use, Language Skills, Program Coordination, Programed Instruction, Reports, Structural Grammar, Teaching Machines, Testing, Textbooks

This report of the third Indiana-Purdue Language Laboratory Conference emphasizes techniques and teaching in the laboratory rather than a technical discussion of equipment. Major topical divisions subsuming individual author articles are related to: (1) structural drill, (2) evaluation of laboratory technique, (3) current textbooks and the language laboratory, (4) testing tapes, (5) new developments in textual materials, (6) teaching machines, and (7) the language laboratory and the high school. Articles on verb drill and conversation, quality in tape recording and voicing, auditory discrimination, learning specifications, English for foreigners, correlation of the laboratory with the textbook, specific language instruction, achievement testing, prognostic tests, program continuity and coordination, and the library of recorded materials suggest the wide range of topics in the report. The program of the conference and a list of participants are included in the appendix.
ED 036 242

5. Griffith, Janet D.
RESULTS OF THE SURVEY OF THE USE OF PROGRAMMED FOREIGN LANGUAGE INSTRUCTION IN AMERICAN UNIVERSITIES AND COLLEGES. CLEARINGHOUSE REPORT.
Center for Applied Linguistics, Washington, D. C., Clearinghouse for Self-Instructional Language Materials
Publication date July 1965
20 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Aids, College Language Programs, English (Second Language), Language Instruction, Language Skills, Modern Languages, Program Administration, Program Development, Programed Instruction, Programed Materials, Research Methodology, Student Attitudes, Surveys, Tables (Data), Teacher Attitudes

A two-phase survey was conducted by the Center for Applied Linguistics Clearinghouse for Self-Instructional Language Materials to (1) identify modern language departments of U.S. colleges and universities using programed materials, and (2) describe the extent of the departments' use and development of such materials. A brief description of the Phase 1 questionnaire is followed by discussions of responses, programs used, characteristics of the institutions, supplementary programs, and other surveys. Results of the Phase 2 questionnaire (a copy is included in an appendix) are presented in terms of program administration, student and instructor comments, and instructor plans and attitudes. Bibliographical data are included in the footnotes.
ED 025 989

6. Kuno, Susumu
COMPUTER AIDS TO LANGUAGE INSTRUCTION
Language Research Foundation, Cambridge, Mass,
Sponsoring Agency: Peace Corps (Department of State), Washington, D. C.
Publication date 30 June 1970
From the "Final Report on Peace Corps Language Coordinators Workshop," Rockport, Massachusetts, April 26 to May 16, 1970
31 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Computational Linguistics, Computer Assisted Instruction, Computer Graphics, Computer Science, Evaluation, Instructional Materials, Language Instruction, Language Laboratories, Language Tests, Orthographic Symbols, Pattern Drills (Language), Teacher Role, Textbook Preparation, Transformation Generative Grammar

This paper consists of three parts. Section 1 considers how difficult it is to analyze natural languages by computer, and, therefore how difficult it is to evaluate automatically the student's responses to some types of questions in computer-aided instruction systems for language teaching. Section 2 discusses drawbacks of conventional computer aided instruction systems for language teaching and of conventional language laboratories, and presents a picture of an idealized computer-aided instruction system as an extension of classroom instruction--a long range goal which cannot be technologically and financially achieved in the immediate future. Section 3 outlines a more modest goal that is within the bounds of the present hardware and software developments in computer sciences--that is, a system for aiding textbook authors in compiling and revising language textbooks, and for aiding classroom instructors in using textbooks in a way more suitable for their students' needs. Added to such a system is the capability for printing nonstandard characters on computers, which will make it possible to produce language textbooks printed in the orthographics of the languages. ED 043 025

7. Lamerand, Raymond Jean
SOME APPROACHES TO PROGRAMMING FOR LANGUAGE LABORATORIES WITH PROPOSALS FOR INCREASING THEIR EFFECTIVENESS
Publication date 1966
Thesis presented in fulfillment of Master of Arts' degree requirements at Monash University, Clayton, Victoria, Australia
385 pages
EDRS price: MF-$0.65, HC-$13.16

Descriptors: Bibliographies, Course Objectives, French, Language Instruction, Language Laboratory Use, Language Programs, Language Skills, Language Tests, Linear Programing, Linguistic Theory, Literature Programs, Modern Languages, Phonetics, Programed Instruction, Programed Materials, Program Evaluation, Teaching Methods

Discussed in this thesis are the linear (Skinner), intrinsic, adjunctive, mathetics, and idiomorphic approaches to language laboratory programing. The appropriateness of these different programing styles is considered along with the setting up of objectives, evaluation, and relevant linguistic theory. A programed French phonetics course is analyzed in detail, and a literature program is outlined. Two concluding bibliographies group references by chapters and list references on foreign language teaching and testing that deal with programed learning. ED 027 769

8. Levy, Stephen L.
ADAPTING FOREIGN LANGUAGE PROGRAMS TO NEW EDUCATIONAL DESIGNS
Publication date 11 May 1970
Paper presented at Colloquium sponsored by the New York State Education Department and the New York State Federation of Foreign Language Teachers, Albany, N.Y., May 11, 1970
5 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Experimental Curriculum, French, Hebrew, High School Design, High Schools, Independent Study, Individualized Instruction, Instructional Innovation, Italian, Language Instruction, Language Laboratories, Language Programs, Modern Languages, Programed Instruction, Secondary Schools, Spanish, Student Evaluation

John Dewey High School, the first experimental non-graded school in New York City, is described in this article in terms of its educational philosophy and administrative procedures. With modular scheduling, five area resource centers, and innovative student evaluation procedures integrated into the program, the school views the concept of individualized progress and independent study as the cornerstone of its educational theory. The function of the Dewey Independent Study Kit (DISK) concept is related to the cirrucular options permitted the student. With French, Hebrew, Italian, and Spanish offered at three levels in the language program, the author describes the function and administration of the foreign language resource center. ED 043 266

9. Lloyd, Donald J.
AN OUTSIDE LOOK AT PROGRAMMED LEARNING IN FOREIGN LANGUAGE
Publication date April 1969
Paper presented at the Kentucky Foreign Language Conference, Lexington, Kentucky, April 26, 1969
7 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Aids, French, Language Instruction, Programed Instruction, Programed Materials, Second Language Learning, Training Objectives

The author looks at programmed learning in foreign languages from outside the university, from outside formal education, and from outside foreign language instruction itself. He examines it as a corporation executive would, asking whether this means of instruction can develop the skills his employee needs in a foreign country and whether it can do it autonomously (without an instructor). The program examined is Mueller and Niedzielski's "Basic French." The author feels that this is "truly programmed to the extent that it can serve as instructor in French to isolated persons," but he does not intend "to imply that it seems to be as good as it can be made, even now." ED 030 851

0. Luelsdorff, Philip A.
PROGRAMMED INSTRUCTION AND LANGUAGE LEARNING
Publication date October 1965
Document Not Available from EDRS

Descriptors: College Language Programs, Experimental Programs, French, Language Instruction, Learning Theories, Programed Instruction, Indiana University, Multiple Credit Intensive Audiolingual Elementary French

Programed instruction, a teaching method which incorporates (1) a detailed specification of terminal behavior, (2) a careful sequencing of the material into graded steps, and (3) the reinforcement of student response, works more favorably in certain instructional media than in others. Carroll and Skinner believe that success in programed instruction can be related to respondent-operant behavior, but Noam Chomsky disagrees with this functional approach. In an experimental program conducted at Indiana University from June 1961 to June 1964, Albert Valdman and his associates tested a programed instruction course called Multiple Credit Intensive Audiolingual Elementary French, which allowed students to set their own rate of progress and which was equivalent to the first three semesters of conventional introductory French. The author concluded that Valdman's course seemed to be inconsistent in the type of material taught to the experimental and control groups, and did not concretely prove

that the course would be economically viable or reduce teacher needs. This article is a reprint from the "Philippine Journal for Language Teaching," Volume 3, Numbers 3 and 4, October 1965. ED 011 381

1. Mathieu, G.
THE CASE FOR TAPES WITHOUT PAUSES
Publication date January 1965
4 pages
Journal Cit--The Modern Language Journal: v49 n1 p40-43 January 1965
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Audiolingual Methods, Language Instruction, Language Laboratory Equipment, Language Laboratory Use, Listening Comprehension, Modern Languages, Pattern Drills (Language), Programed Instruction, Tape Recordings, Teacher Role, Teaching Techniques, Time Factors (Learning)

An argument for taping pattern drills without pauses is advanced as a means for allowing students to learn at their own rate. Insertion of pauses by the teacher and advantages of a foot pedal to control pauses are discussed. Examples are provided for two, three, four, and five cycle drills. ED 026 926

2. Miller, Richard I.
A STUDY OF STUDENT ATTITUDES AND MOTIVATION IN A COLLEGIATE FRENCH COURSE USING PROGRAMMED LANGUAGE INSTRUCTION
Kentucky University, Lexington
Publication date 1970
Adapted from an article to appear in the International Review of Applied Linguistics, Spring 1971, and presented at the 23rd University of Kentucky Foreign Language Conference, April 23-25, 1970, Lexington, Kentucky
6 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Attitude Tests, Behavior, Culture Conflict, Educational Strategies, French, Instructional Program Divisions, Language Instruction, Learning Motivation, Learning Processes, Learning Readiness, Linguistic Performance, Modern Languages, Motivation, Programed Instruction, Second Language Learning, Student Attitudes, Student Motivation, Teacher Attitudes, Teaching Styles

Exploring psycholinguistic factors which bear directly on student achievement in language instruction in college, this article concludes that programed language instruction has no negative influence on student attitudes. The author directly links learning rate to the learner's attitudes while focusing discussion on results of an attitudinal questionnaire given to some 150 college students. Suggestions of methods to improve student performance include an enumeration of proposals which encourage the development of positive attitudes in the classroom. ED 040 630

3. Mueller, Theodore H.; Niedzielski, Henri
THE INFLUENCE OF DISCRIMINATION TRAINING ON PRONUNCIATION
Publication date 1968
18 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Audiolingual Skills, Auditory Discrimination, College Language Programs, Discrimination Learning, Educational Experiments, Field Studies, French, Language Instruction, Language Research, Perception Tests, Phonetic Analysis, Phonetics, Programed Instruction, Pronunciation, Pronunciation Instruction, Second Language Learning, Student Attitudes, Testing

This study conducted at the University of Kentucky in 1967-68 tests the theory of interaction between discrimination and pronunciation through a field test. After a brief review of previous research in phonemic discrimination as related to foreign language learning, the procedures and results of the test are presented. The text used was "Basic French: A Programmed Course" by Mueller and Niedzieldski. A quantitative analysis and impressionistic evaluation of the test are included, and there is discussion of the procedures and variables involved. It is concluded that discrimination training seems to be an effective training device in the learning of pronunciation. ED 027 773

14. Mueller, Theodore
THE LANGUAGE INSTRUCTOR AND TEACHING MACHINES
Publication date December 1966
9 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Methods, Contrastive Linguistics, French, Modern Languages, Programed Instruction, Teacher Role, Teaching Machines, Teaching Methods, Pittsburgh

Programed learning based on contrastive linguistic analysis can be used to overcome the predictable errors made by students learning a second language. The program, with a learning sequence arranged so that students will avoid making errors, can provide practice in the mechanics of the language, but it has limitations, for a student cannot engage in communication with a machine. The teacher must supply the conditions and situations in which students, in small groups, can not only apply what they have learned in the programed phase, but also communicate and converse with other speakers of the foreign language. This paper was read at the Spring Conference of the PSMLA (University of Pittsburgh, May 14, 1966) and was published in "The Bulletin of the Pennsylvania State Modern Language Association," Volume 45, Number 1, December 1966. ED 012 152

15. Mueller, Theodore H.; Niedzielski, Henri
PROGRAMMED INSTRUCTION IN TEACHER RETRAINING (NDEA INSTITUTES)
National Federation of Modern Language Teachers Association
Publication date February 1966
7 pages
Journal Cit--The Modern Language Journal; v50 n2 p92-7 February 1966
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Audiolingual Methods, Auditory Discrimination, Cultural Context, Educational Objectives, French, Institutes (Training Programs), Intonation, Language Instruction, Language Laboratory Use, Language Skills, Language Teachers, Language Tests, Phonetics, Programed Instruction, Pronunciation Instruction, Second Language Learning, Summer Institutes, Teacher Education

Identifiers: ALLP, Audio Lingual Language Program

NDEA summer institutes at the Universities of Florida and Massachusetts, and at Arcachon, France during 1963 made use of parts of the Audio-Lingual Language Program (ALLP) French Program. Near native pronunciation and intonation habits and a command of the basic speech structures were the goals. Each institute used the Program differently and achieved different results, though in general, students of lower proficiency profited most. Reshaping of pronunciation habits proved very time consuming, but because of the use of programed instruction, larger numbers of pupils could be handled without increase in staff. The program was well received by participants. Though goals were not reached, improvement in pronunciation seemed greater for most participants than in previous non-programed retraining attempts. ED 025 174

36. Ornstein, Jacob
ONCE MORE: PROGRAMMED INSTRUCTION IN THE LANGUAGE FIELD: THE STATE OF THE ART
Publication date April 1970
Paper presented at the 23rd University of Kentucky Foreign Language Conference, Seminar on Programmed Learning, April 23-25, 1970, Lexington, Kentucky
10 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Aids, Branching, Computer Oriented Programs, Evaluation, Feedback, Instructional Materials, Language Instruction, Modern Languages, Multimedia Instruction, Programed Instruction, Programing, Sequential Programs, Teaching Machines, Teaching Methods

This paper reviews the historical development of programed instruction from the works of S.L. Pressey and B. F. Skinner to the concept of program-assisted instruction. A categorical listing of both the limitations and the capabilities of programed instruction is included. ED 042 380

37. Pulliam, Robert
THE MECHANICAL RECOGNITION OF SPEECH: PROSPECTS FOR USE IN THE TEACHING OF LANGUAGES
Center for Applied Linguistics, Washington, D. C., ERIC Clearinghouse for Linguistics
Publication date November 1970
21 pages
Journal Cit--Bulletin of the ERIC Clearinghouse for Linguistics; n18 p1, 7 November 1970
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Acoustic Phonetics, Auditory Discrimination, Computer Assisted Instruction, Educational Technology, Language Instruction, Language Laboratories, Pronunciation Instruction, Teacher Role, Teaching Machines

Identifiers: Automatic Speech Recognition

This paper begins with a brief account of the development of automatic speech recognition (ASR) and then proceeds to an examination of ASR systems typical of the kind now in operation. It is stressed that such systems, although highly developed, do not recognize speech in the same sense as the human being does, and that they cannot deal with a continuous random stream of speech but rather with segments of the length of a short sentence, selected from among up to a hundred possible choices.

The use of ASR in educational technology is seen as inevitable since it will make it possible for a teaching machine to recognize and evaluate a student's spoken response, and the importance of this development in vitalizing present educational technology is discussed at some length. Finally a hierarchy of achievable strategies for the use of ASR in teaching are examined, ranging from simple to sophisticated. Discussed are: sound/no sound discrimination, gross evaluation of utterance, gross approximation of choice, determination of acceptable pronunciation, diagnostic evaluation of pronunciation, and multiple choice drills. The author believes that teachers should welcome developments in ASR and help to participate in the development of education technology for language teaching. ED 043 866

38. Schaefer, Halmuth H.
A VOCABULARY PROGRAM USING "LANGUAGE REDUNDANCY"
Pittsburgh University, Pennsylvania
Publication date January 1961
26 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Cloze Procedure, German, Grammar, Language Research, Languages, Programed Instruction, Redundancy

The thesis of this report is that redundant parts of a sentence may either be omitted or replaced by nonsense words without loss of comprehension. And if the nonsense words are in a language foreign to the reader, their consistent use should eventually equate them to equivalents in the reader's language. Grammatical structure will also be acquired in this way. The reading matter should assure continued interest. These hypotheses were tested by writing a program which used 350 German words in place of redundant English words in 3 short stories. After 3 non German-speaking college students read the program, they could translate 60 percent of the German words when the words were presented out of context. The students were able to make statements about German grammar, and agreed that the experience was a pleasant one. This report is one of a series on the investigation of variations in the properties of self-tutoring learning sequences. ED 014 879

39. SEMINAR IN LANGUAGE AND LANGUAGE LEARNING. FINAL REPORT.
Washington University, Seattle
Publication date 1962
Papers presented at a Seminar in Language and Language Learning, University of Washington, Seattle, September 3-14, 1962
153 pages
EDRS price: MF-$0.65, HC-$6.58

Descriptors: Anthropology, College Language Programs, Cultural Context, Culture, Curriculum Design, Curriculum Development, Curriculum Evaluation, Curriculum Planning, Doctoral Programs, Graduate Study, Interdisciplinary Approach, Linguistics, Literature, Programed Instruction, Psychology

Collected here are ten unpublished work papers from a 1962 Seminar in Seattle, held for the purpose of evaluating the interdisciplinary needs of the doctoral candidate who is receiving special training to organize the teaching of foreign languages in schools and universities. Authors are Dwight L. Bolinger (linguistics), John B. Carroll (programed instruction), Jacqueline E. de La Harpe (teaching literature), Charles A. Ferguson (linguistics), Ronald Hilton (culture), Wallace E. Lambert

(psychology), Morris E. Opler (cultural anthropology), Irving J. Saltzman (psychology), Stanley M. Sapon (programed instruction), Henry Lee Smith (culture). Included also are six short reports which summarize and interpret discussion at the seminar. ED 025 181

40. Stais, James, Ed.
PROCEEDINGS: ANNUAL FOREIGN LANGUAGE CONFERENCE AT NEW YORK UNIVERSITY (33RD, NOVEMBER 4, 1967)
New York University, New York School of Education
Publication date 4 November 1967
54 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Audiolingual Methods, Autoinstructional Programs, Computer Assisted Instruction, Educational Trends, Effective Teaching, Instructional Improvement, Instructional Innovation, Instructional Television, Language Instruction, Language Laboratories, Language Teachers, Modern Languages, Programed Instruction, Program Evaluation, Program Planning

The theme of this conference, "New Directions in Foreign Language Teaching," is introduced by Theodore Buebener and is expanded in the five papers comprising this volume. The papers included are "New Directions in the Teaching of Foreign Languages--An Evaluation" by Peter M. Boyd-Bowman, "An Appraisal of Audio-Lingualism in Historical Perspective" by Elena Carullo, "New Directions in the Teaching of Common Western Languages--Programed Instruction" by Hilier Spokoini, "Instructional Television and Foreign Languages--An Evaluation" by Leo Bernardo, and "New Directions and the Human Values" by Rose Aquin. Some of the questions asked at the conference are also included with their answers. ED 022 396

41. BRIEF HISTORY OF COMPUTER-ASSISTED INSTRUCTION AT THE INSTITUTE FOR MATHEMATICAL STUDIES IN THE SOCIAL SCIENCES
Stanford University, California Institute for Mathematical Studies in Social Science
Publication date October 1968
7 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Computer Assisted Instruction, Curriculum Development, Educational History, Educational Research, Experimental Programs, Language Instruction, Mathematics Instruction, Pilot Projects, Program Descriptions, Programed Instruction, Reading Instruction, Research and Development Centers, Research Reviews (Publications), Teaching Programs, Tutorial Programs

Identifiers: Institute Mathematical Studies Social Sciences, Stanford University

In 1963, the Institute began a program of research and development in computer-assisted instruction (CAI). Their efforts have been funded at various times by the Carnegie Corporation of New York, The National Science Foundation and the United States Office of Education. Starting with a medium-sized computer and six student stations, the Institute has expanded to a PDP-10 computer and teletypes in elementary schools in several states, connected by telephone lines to the Institute. Drill-and-Practice programs in mathematics and reading were developed and tested. Tutorial programs in mathematics and reading were also developed. Tutorial logic and algebra programs along with a tutorial Russian language program have been added to the systems' capability. A dial-a-drill program was instituted which allows students in their homes to be given oral exercises in elementary mathematics. The

report covers the development of the programs and supporting equipment chronologically and provides tables of statistical information concerning the programs, students, and participating schools. ED 034 420

42. PROGRESS REPORT: STANFORD PROGRAM IN COMPUTER-ASSISTED INSTRUCTION FOR THE PERIOD JANUARY 1, 1968, TO MARCH 31, 1968
Stanford University, California Institute for Mathematical Studies in Social Science
Sponsoring Agency: National Science Foundation, Washington, D. C.; Office of Education (DHEW), Washington, D. C.
Publication date 1968
84 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Algebra, Computer Assisted Instruction, Computer Based Laboratories, Computer Oriented Programs, Curriculum Development, Data Analysis, Educational Research, Elementary Education, Elementary Schools, Logic, Mathematics Instruction, Observation, Programed Instruction, Reading Instruction, Research Projects, Russian, Spelling Instruction, Student Behavior, Time Sharing, Video Tape Recordings

Identifiers: Brentwood Mathematics Program, Brentwood Reading Program, Dial a Drill Program, Stanford Brentwood System, Stanford PDP 1 System, Stanford Program in Computer Assisted Instruction

Computer-assisted instruction was utilized in seven separate programs at Stanford involving children. In the Brentwood Mathematics program, multivariate data analysis for 73 first graders led to identification of factors affecting performance on mathematical problems. In the reading program for first and fourth graders, progress was made in curriculum development, and student behavior was observed and recorded. Extensive computer time was recorded for the drill-and-practice mathematics program for elementary students in four states, and plans were made to expand the program. Performance data for the 170 students in the tutorial logic and algebra program were analyzed, and better student dialogues with the machine were planned. Several changes were instituted in the dial-a-drill program for 14 students. The elementary Russian program continued, and the spelling program to develop optimal methods for individualized, computer-based spelling instruction generated data for the 65 children involved. A series of hardware problems plagued the Stanford PDP-1 system and the Stanford-Brentwood system, but software operations were very stable. ED 021 441

43. STANFORD PROGRAM IN COMPUTER-ASSISTED INSTRUCTION FOR THE PERIOD JANUARY 1, 1969 TO MARCH 31, 1969. PROGRESS REPORT.
Stanford University, California Institute for Mathematical Studies in Social Science
Sponsoring Agency: Office of Education (DHEW), Washington, D. C.
Publication date 1969
48 pages
Available from: Institute for Mathematical Studies in the Social Sciences, Stanford University, Stanford, California 94305
EDRS price: MF-$0.65, HC Not Available from EDRS

Descriptors: Computer Assisted Instruction, Computer Programs, Elementary School Mathematics, Language Instruction, Mathematics Instruction, Mathematics Materials, Program Descriptions, Program Development, Programed Instruction, Programed Materials, Programers, Programing, Programing Languages, Publications, Reading Instruction, Russian

Identifiers: Institute Mathematical Studies Social Sciences, Stanford Program in Computer Assisted Instruction

Work continued on the revision of strands for the Drill-and-Practice Mathematics program. Use of the system at schools in California, Kentucky, Mississippi, Washington, D. C., and at Tennessee A. and I. University was reviewed. Data analysis of all problems presented to California students was performed to determine possible areas for improvement. Progress in the Drill-and-Practice Reading Program involved efforts to make the curriculum machine-readable by recording audio messages in digitized form and development of a preprocessor program. A teacher's manual was prepared for the program. Eighty-five second-year computer-assisted instruction (CAI) Russian lessons have been completed, but delays in the implementation of the PDP-10 system slowed other progress. A preliminary instructional system for teaching programing languages was completed, consisting of a lesson coding language and a set of programs designed to interpret lesson material written in the lesson coding language. Curriculum development and implementation of the SIMPER and LOGO programs in CAI programing continued. Efforts were made to get the PDP-10 system operational and improve other equipment. The future plans for each of these projects are outlined. [Not available in hard copy due to marginal legibility of original document.]
ED 034 421

44. Stern, Carolyn
PRESCHOOL LANGUAGE PROJECT
Publication date 4 June 1967
4 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Auditory Discrimination, Disadvantaged Youth, English (Second Language) Instructional Materials, Language Programs, Middle Class, Perception, Personnel, Preschool Programs, Programed Instruction, Research, Speech, Training, Vocational Education

Since the high school dropout is identifiable in the primary grades, it is necessary to lay the groundwork for vocational training much earlier than high school. This is the rationale for the five-year preschool language project funded under the vocational education act. The objectives of this project are to prepare a set of language instructional materials for use in a day care program and to train educational research people. In developing the language materials the basic premise is that it is important for disadvantaged children to develop standard middle class speech. Programed materials are being prepared which can be presented by teacher aides in a fifteen minute session each day. Special evaluative instruments have been developed for the purpose of assessing the value of this project. Results of the program will be available in one year. This speech was given at a working conference on research and activity in the language arts for the pre-primary/primary culturally diverse non-English speaking child in Albuquerque, New Mexico, June 4-6, 1967.
ED 013 055

45. Trzebiatowski, Gregory, Ed.
GUIDE TO AUDIOVISUAL TERMINOLOGY. PRODUCT INFORMATION SUPPLEMENT, NUMBER 6.
Educational Products Information Exchange Inst., New York, N. Y.
Publication date February 1968
Glossary first appeared in full text in AV Communication Review, v11 n1, January-February 1963
Available from: Educational Products Information Exchange Inst., P.O. Box 2379, Grand Central Station, New York, N.Y. 10017 (free)

Journal Cit--The EPIE Forum; February 1968
Document Not Available from EDRS

Descriptors: Audio Equipment, Audiovisual Aids, Broadcast Reception Equipment, Check Lists, Computers, Dictionaries, Electronic Equipment, Films, Glossaries, Learning Laboratories, Photography, Programed Instruction, Projection Equipment, Teaching Machines, Television

The terms appearing in this glossary have been specifically selected for use by educators from a larger text, which was prepared by the Commission on Definition and Terminology of the Department of Audiovisual Instruction of the National Education Association. Specialized areas covered in the glossary include audio reproduction, audiovisual communication and learning, broadcasting, cinematography and photography, computers, electronic learning laboratories, programed instruction and teaching machines, technological developments, and projected and non-projected visual media. Following the glossary is a checklist of technical dictionaries for further reference. ED 021 440

46. Turner, John D., Ed.
PROGRAMMING FOR THE LANGUAGE LABORATORY
Publication date 1968
263 pages
Available from: University of London Press, St. Paul's House, Warwick Lane, London EC4, England
Document Not Available from EDRS

Descriptors: English (Second Language), French, German, Instructional Aids, Language Instruction, Language Laboratories, Programed Instruction, Programing, Second Language Learning, Teaching Methods

The present book is an attempt to stimulate thinking on the nature of the problems involved in writing material for language laboratory use in relation to the teaching of five languages widely taught in Britain today. All the contributors to this volume are language teachers currently using the language laboratory in their work. The editor notes that, although the general approach of all the contributors is broadly similar, the nature of the particular language with which they are dealing largely determines their approach. The introductory chapter by Derek Van Abbe deals with the general principles of programing methods for the language laboratory. Chapters following deal with (1) English as a foreign language, by B. Woolrich; (2) French, by T. J. Barling; (3) German, by Eva Paneth; (4) Russian, by P. H. Meades; and (5) Spanish, by Brian Dutton. This book is a companion volume to "Using the Language Laboratory," University of London Press, 1968. ED 024 048

47. Valette, Albert
HOW DO WE BREAK THE LOCKSTEP. VARIATIONS IN CLASS SIZE AS APPLIED TO LANGUAGE TEACHING
Department of Audiovisual Instruction, Washington, D. C.
Publication date November 1962
5 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Administrative Problems, Audiolingual Methods, Autoinstructional Programs, Class Size, College Credits, College Language Programs, Course

Descriptions, Curriculum Development, Flexible Scheduling, French, Intensive Language Courses, Language Instruction, Language Laboratory Use, Programed Instruction, Program Improvement, Second Language Learning, Self Pacing Machines, Teacher Role, Teaching Assistants, Teaching Machines, Indiana University, Multiple Credit French Course

A multi-faceted scheme for language instruction proposes (1) linguistic and cultural contrastive analysis, (2) auto-tutorial acquisition of motor skills, and (3) teacher-guided use of language in a simulated natural context. The administrative problems involved in adjusting to this new function of foreign language teaching were studied for three years in a multiple credit French course. A discussion of the adjustments covers reduction in class size, use of the language laboratory as a teaching machine, availability of adequate self-instructional material, and granting of credit for achievement and not for semester hours. Despite favorable student performance, adoption of the multiple credit French course depends on evidence that there is (1) maintenance of the normal student retention pattern, (2) availability of graduate teaching associates, and (3) compatibility of the multiple credit French course with higher-level courses. This article appeared in "Audio-visual Instruction," Volume 7, Number 9, November 1962, pages 630-634.
ED 020 690

48. Valdman, Albert
PROGRAMMED INSTRUCTION VERSUS GUIDED LEARNING IN FOREIGN LANGUAGE ACQUISITION
American Association of Teachers of German
Sponsoring Agency: National Carl Schurz Association, Inc., Philadelphia, Pa.
Publication date 1968
Paper presented at the Modern Languages Section Meeting of the Indiana State Teachers Association Conference on Instruction, Indianapolis, Indiana, October 27, 1967
14 pages
Journal Cit--Die Unterrichtspraxis; v1 n2 p1-14, Fall 1968
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Methods, Autoinstructional Programs, Language Instruction, Language Skills, Learning Theories, Linguistics, Programed Instruction, Second Language Learning, Student Reaction, Teacher Attitudes, Teacher Role, Teaching Methods, Teaching Techniques, Verbal Learning

Criticism against the application of Skinnerian programed instruction techniques to foreign language learning is advanced, while the development of a largely self-instructional guided learning program with live teachers and other students is advocated. Major attention is directed to an explanation of the principles of programed instruction, the determination of learning steps, and the concept of guided learning. The definition of language behaviors, control of student responses, teacher and student reaction, partial self-instruction, and the unpopularity of the programed instruction approach are also discussed. ED 031 987

49. Van Campen, Joseph A.
PROJECT FOR APPLICATION OF MATHEMATICAL LEARNING THEORY TO SECOND-LANGUAGE ACQUISITION, WITH PARTICULAR REFERENCE TO RUSSIAN. FINAL REPORT.
Stanford University, California Community College Planning Center
Sponsoring Agency: Office of Education (DHEW), Washington, D. C. Bureau of Research
Publication date August 1968
196 pages
EDRS price: MF-$0.65, HC-$6.58

Descriptors: Audiolingual Methods, Audiovisual Instruction, Autoinstructional Methods, College Language Programs, Computational Linguistics, Computer Based Laboratories, Computer Oriented Programs, Data Analysis, Individualized Curriculum, Instructional Innovation, Language Instruction, Language Research, Programed Instruction, Program Improvement, Research Needs, Russian, Second Language Learning

A Stanford University project in which mathematical learning theory was applied to the learning of Russian in a first-year, computer-based college course is examined in this report. Included in the description of this project, designed to complete and implement the first-year Russian course, are the research and curriculum potentials of computer-based instruction, specific methods and techniques employed in conducting the experiment, and an analysis of the research findings. The bulk of the report appears in the form of appendixes which give examples of computer input codes, descriptions of the computer system, statistics on enrollment, lengthy tables of student responses, final examination results, an outline of grammatical points covered, and samples of the daily student summary sheets. ED 026 934

ENGLISH (FOREIGN LANGUAGE):

0. ELS TEACHER EDUCATION PROGRAM
English Language Services, Inc., Washington, D. C.
Publication date 1967
7,000 pages; 26 volumes workbooks; 20 packages worksheets; 28 volumes reference books
Available from: English Language Services, Division of Washington Educational Research Associates, Inc., 5550 Wilkins Court, Rockville, Maryland 20852
Document Not Available from EDRS

Descriptors: Audiolingual Methods, Autoinstructional Aids, English (Second Language), Films, Grammar, Phonology, Programed Instruction, Programed Materials, Reference Materials, Second Language Learning, Tape Recordings, Teacher Education, Teaching Machines, Teaching Methods

Identifiers: Teacher Education Program, TEP

The ELS (English Language Services) Teacher Education Program is an experimental multimedia self-instructional course in the techniques of teaching English to speakers of other languages. It is designed as an alternate approach to conventional teacher training methods, providing the means of producing new teachers without requiring a professional training staff. The course includes (1) 26 programmed workbooks covering English phonology and grammar, principles of language learning, classroom techniques, and general teaching methodology; (2) 163 8mm sound films; (3) 140 audio tapes; (4) 20 packages of worksheets, participation forms, and other training aids; and (5) 28 volumes of professional reference books in linguistics, methodology, phonology, and grammar. A "learning console," which seats the trainee in complete privacy, is equipped with a sound projector, tape deck, lamp, fan, two speakers, head phones, and accessory electronics. The trainee reads lessons, listens to tapes, observes demonstration films, and practice teaches in simulated classroom situations. The course is designed for an estimated 200 hours of self-paced independent study, at the end of which the trainee responds "automatically and correctly to actual classroom situations and student needs with appropriate teacher behavior and teaching techniques." ED 036 795

51. L'INGLESE PER GLI ITALIANI; UN CORSO PROGRAMMATO AUTODIDATTICO REALIZZATO DALLA BRITANNICA. LABORATORIO LINGUISTICO INDIVIDUALE ANGLOTUTOR [ENGLISH FOR ITALIANS: A SELF-INSTRUCTIONAL PROGRAMMED COURSE DEVELOPED BY ENCYCLOPAEDIA BRITANNICA].
Encyclopaedia Britannica, Inc., Chicago, Illinois
Publication date 1968
2,015 pages; 8 volumes
Available from: Encyclopaedia Britannica, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611
Document Not Available from EDRS

Descriptors: Audiolingual Methods, Autoinstructional Aids, Contrastive Linguistics, English (Second Language), Instructional Materials, Italian, Language Instruction, Programed Texts, Tape Recordings

This eight-volume audiolingual course in programmed English for Italian students appears with instructions and grammatical explanations in Italian and numerous illustrations. Special attention is given to contrastive pronunciation problems. The materials, intended for use on the beginning level, are accompanied by tapes. ED 039 531

52. Rand, Earl
CONSTRUCTING DIALOGS
Publication date 1969
158 pages
Available from: Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N. Y. 10017 ($2.95)
Document Not Available from EDRS

Descriptors: Autoinstructional Aids, College Students, English (Second Language), Foreign Students, High School Students, Instructional Materials, Language Instruction, Nominals, Pattern Drills (Language), Pronouns, TENL, Transformations (Language), Verbs

This volume consists of 86 structured, patterned drills based upon rules which reflect the competence of native speakers to pronominalize, nominalize, delete, and otherwise transform English sentences in the context of other English sentences. These drills are designed to be used in English courses for foreign students and for speakers of nonstandard dialects. They presuppose an elementary knowledge of standard written English and are intended for use in colleges, universities, upper secondary schools, special classes, and tutorial sessions. The material, providing practice for the student to learn how English sentences are transformed within simple English dialogs, is concerned with the problems of proper pronominalization, verb tenses, nominalizations, and deletions, all within two-to-four-line dialogs. The student is required to generate sentences that are not only grammatically correc but that are contextually correct as well. The drills, which are also designed to provide for individual differences, are presented in a semiprogrammed format so that the student can be assigned drills on the structures he is having difficulty wi and can practice them at his own rate. ED 032 534

53. Sandberg, Karl C.
USES OF PROGRAMMED MATERIALS IN TEACHING READING AND AURAL COMPREHENSION
Publication date November 1969
Paper presented at the Third Annual Meeting of ACTFL (American Council on the Teaching of Foreign Languages), New Orleans, Louisiana, November 28-30, 1969
8 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: English (Second Language), Language Instruction, Language Laboratory Use, Language Skills, Listening Comprehension, Programed Instruction, Programed Materials, Reading Comprehension, Reading Instruction

This paper describes some of the problems pertaining to teaching reading and aural comprehension in English as a second language, suggests some of the potential uses of programed learning in solving them, and reports on some of the approaches developed at the Economics Institute of the University of Colorado. While an increasing amount of adequate materials for teaching speaking and writing is available, the approaches, techniques, and materials for teaching reading and aural comprehension remain basically the same as 20-40 years ago. Programed materials based on sound linguistic analysis and concentrating on the right problems can "free the student from the lockstep of the class." To help the foreign student develop skill in reading, which requires a passive recognition of perhaps ten times as many words as the student can get by with actively, the author suggests an intensive concentration on the teaching of grammar structures and function words. (The latter account for about 50 percent of the words on any given page of prose, and are generally much more difficult for the student to learn than content words.) The author, of Macalester College, Saint Paul, Minnesota, reports briefly on a graded, three-level course in aural comprehension which is self-testing and self-correcting; correct answers are on tape. ED 035 873

54. Stieglitz, Francine
PROGRESSIVE AUDIO-LINGUAL DRILLS IN ENGLISH
Publication date 1970
341 pages
Available from: Simon and Schuster, Educational Division, 1 West 39th Street, New York, N. Y. 10018
Document Not Available from EDRS

Descriptors: Audiolingual Methods, Autoinstructional Aids, English (Second Language), Grammar, Instructional Materials, Language Instruction, Pattern Drills (Language), Supplementary Textbooks, Tape Recordings

This manual comprises the transcript of the recordings for "Progressive Audio-Lingual Drills in English." These drills are a grammar practice supplement for any basic course in English as a second language. Although intended for use by the instructor, the manual may be used by the student in individual study situations. Work with the recordings should be performed orally and without reading from this manual. The complete program of tape recordings is available from the publisher. ED 039 519

See also: 5, 23, 24, 25, 44, 46

FRENCH:

55. Borglum, George P.
MODERN LANGUAGE AUDIO-VISUAL RESEARCH PROJECT
Wayne State University, Detroit, Michigan
Publication date 1964
220 pages
EDRS price: MF-$0.65, HC-$9.87

Descriptors: Audiovisual Instruction, French, Instructional Materials, Language Instruction, Teaching Guides, Audiovisual Aids, Autoinstructional Aids, Detroit, Films, Filmstrips, Foreign Language Films, Language Enrichment, Language Tests, Michigan, Phonotape Recordings

This study improved, extended, and evaluated instructional materials for the teaching of French. Previous efforts had explored potentials for audiovisual aids, had developed instructional materials for an integrated audiovisual language-teaching system, and had produced an illustrative film "Language Teaching in Context." The revised and newly developed materials represented various approaches to audiovisual instruction at the elementary and intermediate French levels. All materials were not required for use as a total program. Project materials included four large, separate packages--(1) a revised complete course for beginners in high school or college French consisting of a student book, approximately 1,270 color slides, over 19 hours of drill tapes recorded in French with a 186-page exercise text provided, and a 535-page teaching guide, (2) a new course on beginning French incorporating improved organization and structure, (3) a group of motion pictures on France and the French people which emphasized understanding and speaking at intermediate and advanced-intermediate levels and included 10 color motion pictures, 10 filmstrips, 10 recorded commentaries synchronized with filmstrips, 10 recorded questionnaires synchronized with filmstrips, 10 1-hour drills, student book, and teacher's guide, and (4) audiovisual filmstrip aids and materials for use with a literature text. In addition, two accessory productions were developed--(1) 30 hours of taped drills to supplement any beginning or intermediate book in French and (2) a 276-page book on the structure of French. ED 003 499

56. Breton, Lucien
PROGRAMMED FRENCH: AN EXPERIMENT
Kentucky University, Lexington
Publication date 1970
Paper presented at the 23rd University of Kentucky Foreign Language Conference, April 23-25, 1970, Lexington, Kentucky
4 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Aids, Course Evaluation, Educational Experiments, Educational Objectives, French, Language Instruction, Language Programs, Modern Languages, Program Design, Programed Instruction, Programed Materials, Program Evaluation, Second Language Learning, Student Evaluation, Teaching Methods, Tests

An experiment in programed language instruction based on the "Basic French" method of T. Mueller and H. Niedzielski is reviewed in this paper. Seventy-two civil servants participated in the program which provided for 60 hours of taped instruction. Experiment description, objectives, modifications, and a review of the structuring

of lessons 1-20 are detailed. Results of the MLA-MA pretest and the MLA-MB post-test, administered respectively in April and September 1969, are furnished.
ED 040 633

57. Burroughs, Elaine L.
EXPERIMENTS WITH THE APPLICATIONS OF THE AUDIO-VISUAL AND AUTOMATIC DEVICES TO THE TEACHING OF FRENCH. FINAL REPORT.
Hollins College, Virginia
Publication date 28 June 1961
4 pages
EDRS price: MF-$0.65, HC-3.29

Descriptors: College Language Programs, Course Descriptions, French, Phonetics, Programed Instruction, Programed Texts, Second Language Learning, Tape Recordings, NDEA, Title 7

The development of a programmed French phonetics course for second year students is described briefly. The course emphasizes active student participation, immediate reinforcement, and progressive frames, and consists of a printed textbook and a tape. The student checks his oral responses with the tape, and his written responses with the programed text. The course has been used successfully as an accompaniment to a first course and as a review of sounds for students with one or two years of French. It is also suggested for use in an independent first course in French phonetics for majors, or to train FLES teachers. ED 016 429

58. Garvey, Catherine J.; And Others
A REPORT OF THE DEVELOPMENTAL TESTING OF A SELF-INSTRUCTIONAL FRENCH PROGRAM
Center for Applied Linguistics, Washington, D. C.
Publication date October 1967
47 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Methods, French, Program Evaluation, Programed Instruction, Programed Materials, Audiovisual Instruction, College Language Programs, Course Descriptions, Diagnostic Tests, Foreign Service Institute, Grammar, Language Instruction, Language Proficiency, MLA Cooperative Foreign Language Test, Modern Language Aptitude Test, Performance Tests, Phonology, Reading Comprehension, Spelling, Tables (Data), Testing Programs

The history, course description, and project results of an introductory self-instructional French program are discussed in this report. Such aspects of the program as program effectiveness, adequacy of the teaching system used, and day-to-day student performance are revealed through descriptions of the use of developmental testing. Six adults were selected, tested in performance at the end of each stage (phonology, orthography, grammar, reading), and given diagnostic tests at the end of the program, which included the MLA Cooperative Foreign Language Test (French Form LB), and the Foreign Service Institute Speaking and Reading Proficiency Scales. Encouraging results of the program are discussed briefly along with mention of some of the obstacles to be dealt with in implementing the program. Almost one-half of the document consists of appendixes of lists of cognates, minimal pairs, grammar topics, reading passages, and sample diagnostic and final tests.
ED 019 900

9. Gillers, Lillian M.; And Others
FRENCH IN THE ELEMENTARY SCHOOLS; GRADES 4-5-6. CURRICULUM BULLETIN, 1961-62 SERIES, NUMBER 13
New York City Board of Education, Brooklyn, N. Y.
Publication date January 1963
104 pages
Available from: Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($1.00)
EDRS price: MF-$0.65, HC Not Available from EDRS

Descriptors: Articulation (Program), Audiolingual Methods, Audiolingual Skills, Audiovisual Aids, Course Content, Course Objectives, Curriculum Guides, FLES Guides, FLES Materials, FLES Programs, French, Language Instruction, Language Learning Levels, Language Skills, Language Tests, Pattern Drills (Language), Programed Instruction, Teaching Techniques

The objectives, content, methods, and scope of French instruction for each level of a 3-year FLES program are delineated in this curriculum guide. In the first part, an audiolingual approach is advocated, and specific techniques are suggested for teaching language skills, grammatical structures, and cultural backgrounds. Also discussed are the use of audiovisual resources and the testing of language skills. In the second part, there are topical outlines of instructional suggestions for the first, second and third year of instruction that consist of an introduction followed by suggested procedure, vocabulary and speech pattern scope, and meaningful activities for each level. A bibliography of general and specific references for FLES French teachers is included. ED 033 637

10. Morton, F. Rand; Mueller, Theodore H.
AUDIO-LINGUAL LANGUAGE PROGRAMMING, REVISED FRENCH PROGRAM, PARTS 3-4
Akron University, Ohio
Publication date 1965
630 pages
EDRS price: MF-$0.65, HC-$23.03

Descriptors: Audiolingual Methods, Autoinstructional Programs, College Language Programs, French, Programed Texts, Akron, Aural Stimuli, Basic Vocabulary, Instructional Materials, Language Instruction, Language Laboratories, Language Patterns, Language Skills, NDEA, Ohio, Pattern Drills (Language), Programed Instruction, Pronunciation Instruction, Second Language Learning, Syntax, Tape Recordings, Title 6

Contained in this volume are the revised texts for Parts Three and Four of an essentially autoinstructional programing project originally entitled "Spoken French." Revisions were made to remedy some of the instructional weaknesses detected in using the original recorded materials experimentally and to extent the audiolingual objectives of the original programing to include limited reading and writing control. The third part now includes frames for approximately 500 recordings (for 27 hours) designed to teach the basic structures needed to speak and understand informal language. Each structure, introduced first in oral and then in written form, is contrasted with relevant English structures to clarify structural conflicts. In addition to supplementary exercises featuring English stimuli requiring French responses, this section contains 30 brief dialogs designed to lead the student from strictly controlled response to limited free conversation, expand vocabulary, and reflect some French cultural patterns. The fourth part consists

of 22 conversations for improving reading comprehension and expanding vocabulary. To achieve these dual purposes, it is divided into three sections containing appropriate materials concerning a given conversation. The English version, vocabulary expansion exercises, and the transcription of the conversation and taped questions comprise these sections. (For Parts One and Two see ED 003 905). ED 016 428

Mueller, Theodore
ANALYSIS OF THE RESULTS OBTAINED WITH "BASIC FRENCH--A PROGRAMMED COURSE" ACADEMIC YEAR 1968-69 AND COMPARISON WITH A TRADITIONAL AUDIO-LINGUAL COURSE
Publication date 1969
13 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Audiolingual Methods, Cloze Procedure, Comparative Analysis, French, Language Instruction, Programed Instruction, Teaching Methods, Testing

Identifiers: Kentucky University

An analysis of the results obtained with "Basic French--A Programmed Course" taught to University of Kentucky freshmen in 1968-69 is presented. These results, which are compared with those of two traditional audiolingual courses, have led to the following conclusions: (1) results of [redacted]mmed Course are significantly superior to national norms (except in reading) [redacted] results obtained in the two audiolingual courses; (2) the Programmed Course retains more students than the audiolingual courses; (3) the Programmed Course benefits particularly the low aptitude students and gives them a chance to fulfill the foreign language requirement; (4) with the Programmed Course the average student can succeed as well as the high aptitude student, if he puts forth the time and effort; (5) the opinion polls taken show an overwhelming acceptance of the Programmed Course; (6) the graduate students who taught the Programmed Course have generally expressed enthusiasm for it; (7) the Programmed Course permits obtaining superior results by inexperienced instructors; and (8) the results obtained with the Programmed Course do not depend on the language mastery of the instructor. All graduate assistants who taught the Programmed Course were American natives and spoke French from "acceptable" to "good." Half the audiolingual teachers were French. ED 030 855

Mueller, Theodore H.
PROGRAMMED LANGUAGE INSTRUCTION--HELP FOR THE LINGUISTICALLY "UNDERPRIVILEGED."
National Federation of Modern Language Teachers Association
Publication date February 1968
6 pages
Journal Cit--The Modern Language Journal; v52 n2 p79-84 February 1968
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Academic Achievement, Auditory Perception, Average Students, College Freshmen, College Language Programs, Degree Requirements, French, Language Laboratory Use, Language Tests, Low Ability Students, Programed Instruction, Self Pacing Machines, Tables (Data), Teacher Role, Teaching Assistants

Identifiers: Basic French, MLA Cooperative Foreign Language Tests

A study of a first-year French course using programed instruction at the University of Kentucky is described. Attention is directed to the performance of average and below-average students in the class. An outline of the learning situation notes

the use of inexperienced graduate assistants as teachers, the "Basic French" text, minimal steps, individual learning pace, and immediate reinforcement. Results of the Modern Language Association (MLA) Cooperative Foreign Language Tests which were administered to the students are also presented. ED 026 902

53. Mueller, Theodore H.
REVISIONS OF THE ALLP FRENCH PROGRAM AND SECOND TRIAL USE AT THE UNIVERSITY OF AKRON, 1964-65
University of Akron, Ohio
Publication date August 1965
115 pages
EDRS price: MF-$0.65, HC-$6.58

Descriptors: Autoinstructional Programs, French, Language Instruction, Programed Instruction, Programed Materials, Akron, ALLP French Program (Revised), Auto-instructional Aids, Language Tests, Ohio, Speech Skills, Test Validity

Revisions of "The ALLP French Program" (a 1-year programmed course for the college and adult level emphasizing oral skills) and the results of a second trial use of the revised program were reported. The revised French program was designed to overcome the shortcomings of the original program and sought to be more effective, less time consuming, and more acceptable to the students. The question of total self-instruction versus various combinations of class and laboratory situations was considered. Trial use of "The Revised ALLP French Program" proved quite successful on the college level, and the dropout rate was significantly reduced. Although reliance on self-instruction was reduced and a greater role assigned to the instructor, the program promises eventually to accommodate large classes at the elementary level of language instruction without affecting the excellence of results. The program also promises the use of staff time with greater efficiency, thus reducing instructional costs. Related information may be found in ED 010 487. ED 010 488

54. Mueller, Theodore H.
TRIAL USE OF THE ALLP FRENCH PROGRAM AT THE UNIVERSITY OF AKRON, 1963-64
Akron University, Ohio
Publication date 1964
115 pages
EDRS price: MF-$0.65, HC-$6.58

Descriptors: French, Language Instruction, Language Tests, Oral Expression, Pilot Projects, Programed Instruction, Programed Materials, Speech Skills, Akron, ALLP Programed Beginning French Course, Ohio

A 1-year programed course in beginning French tested the feasibility of programed learning and isolated those problems peculiar to teaching on the college and adult level. "The ALLP Programed Beginning French Course," which specified the oral skills only, was the main pedagogical device used. The results of the pilot program supported the belief that programed learning is feasible on the college level. The results obtained, especially in the acquisition of speech habits, suggest that the program might be applied in high school with the supervision of a knowledgeable French teacher. Yet the first trial use pointed out areas in which the program needed improvements, revisions, and additions. Related information may be found in ED 010 488. ED 010 487

65. Mueller, Theodore; Harris, Robert
FIRST YEAR COLLEGE FRENCH THROUGH AN AUDIO-LINGUAL PROGRAM
Publication date March 1966
23 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Programs, French, Language Research, Programed Instruction, Test Results, Audiolingual Methods, College Language Programs, Dropout Rate, Language Laboratory Use, MLA Cooperative Foreign Language Tests, Modern Language Aptitude Test, University of Akron

The effectiveness of programed learning in an audiolingual French course was investigated. The experiment intended to determine whether a self-instructional course was more effective than a course taught under traditional classroom conditions, whether the percentage of students dropping out could be reduced significantly, and whether student interest could be maintained. A comparison between the experimental and control groups showed that--(1) a smaller percentage of students dropped the course, (2) low aptitude students who completed the course did well, (3) a greater percentage from the experimental group than from the control group continued in and completed their second year French, (4) all students of the experimental group attained exceptional accuracy in pronunciation, (5) generally the students from the experimental did as well as the control group, and significantly better in their mastery of the spoken language and in their variety and accuracy of grammatical structures, (6) at the end of the second year students from the experimental group had maintained their standing in respect to the students from the control group, (7) low-aptitude students achieved results that compare well with those of more gifted colleagues, and (8) a completely self-instructional program, without a teacher, is not feasible. This article is a reprint from the "International Review of Applied Linguistics in Language Teaching," Volume 4, Number 1, 1966. ED 011 737

66. Salazar, Robert J.
FRENCH: SUPPLEMENTARY EXERCISES FOR BASIC COURSE: UNITS 1-15
Foreign Service Institute (Dept. of State), Washington, D. C.
Publication date 1967
721 pages
Available from: Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-692 964, MF--$0.65)
Document Not Available from EDRS

Descriptors: Dialogue, French, Grammar, Instructional Materials, Language, Language Instruction, Language Patterns, Phrase Structure, Programed Instruction, Second Language Learning, Supplementary Textbooks, Syntax, Textbooks, Training, Transformation Generative Grammar, Vocabulary

This manual has been developed to supplement the drills in units 1 through 15 of the FSI "French Basic Course," or to substitute for them. Designed as a companion piece, the materials do not stand on their own but must be used in conjunction with the dialogues, grammatical notes and instructions in "French Basic Course," to which the numbered sections refer. Each unit contains dialogues, useful words, classroom expressions, lexical drills, questions on the dialogue, grammar (modern linguistic approach), review drills, narration, reading, situations, and a question and response drill. ED 039 786

67. Valdman, Albert
PRE-PROGRAMED BASIC FRENCH COURSE
Indiana University, Bloomington
292 pages
EDRS price: MF-$0.65, HC-$9.87

Descriptors: Autoinstructional Programs, French, Instructional Materials, Language Instruction, Programed Texts, Bloomington, Comprehension Development, Grammar, Indiana, Language Guides, Listening, Programed Instruction, Programed Units, Pronunciation Instruction, Reading Comprehension, Speech

Five preprogramed units of basic intermediate French are the contents of this text. French "dialogs for listening" are presented at the beginning of each unit with a step-by-step organization, allowing the student to gradually work up to knowledge of many spoken varieties of the original dialog which he heard. Pronunciation reviews are provided on the French "mute E." Selections on French grammar include (1) infinitive phrases, (2) direct and indirect object pronouns, and (3) the future tense of verbs. Other exercises are comprehension and reading drills. (Refer to ED 010 465 and ED 010 466 for data on a basic course for which these experimental materials were prepared.) ED 010 464

68. Valdman, Albert; And Others
THE IMPLEMENTATION AND EVALUATION OF A MULTIPLE-CREDIT SELF-INSTRUCTIONAL ELEMENTARY FRENCH COURSE. PRELIMINARY REPORT.
Indiana University, Bloomington
Publication date 1962
204 pages
EDRS price: MF-$0.65, HC-$9.87

Descriptors: Autoinstructional Programs, Course Organization, French, Individualized Programs, Language Instruction, Basic Vocabulary, Bloomington, College Instruction, Credits, Experimental Curriculum, Indiana, Instructional Materials, Linguistics, Overachievers, Pacing, Program Evaluation, Teaching Techniques, Underachievers

An experimental, college-level, elementary French course was organized, implemented, and evaluated. The course was approximately equivalent to two elementary and two intermediate sequences in the conventional pattern, allowing 15 credit hours for an average working period of three academic semesters. The emphasis of the course was on intensive linguistic exposure and self-instruction. Self-pacing gave the more gifted participants the opportunity to complete the course in two semesters and gave the slower students four semesters or more, reducing the probability of their receiving failing grades. Students taking the course participated each week in (1) one period of grammatical analysis in groups of up to 60 students, (2) two display sessions emphasizing student-teacher and student-student interaction in groups of 2 to 4 students, and (3) a minimum of 9 periods of individual work in a language laboratory environment. Over a 3 1/2-year period, the results of the experimental course were compared to those of conventional instruction sessions. Observed differences appeared to be caused by discrepancies in course content and emphasis rather than course organization. Related reports are ED 010 464 through ED 010 466. ED 010 465

9. Valdman, Albert, and others
THE IMPLEMENTATION AND EVALUATION OF A MULTIPLE-CREDIT SELF-INSTRUCTIONAL ELEMENTARY FRENCH COURSE. FINAL REPORT.
Indiana University, Bloomington
Publication date 1965
298 pages
EDRS price: MF-$0.65, HC-$9.87

Descriptors: Autoinstructional Programs, Course Organization, French, Individualized Programs, Language Instruction, Basic Vocabulary, Bloomington, College Instruction, Credits, Experimental Curriculum, Indiana, Instructional Materials, Linguistics, Overachievers, Pacing, Program Evaluation, Teaching Techniques, Underachievers

An experimental elementary French course was established at the university level and evaluated on its pedagogical efficiency, administrative feasibility, and achievement-motivational capability. The course featured intensive contact with linguistics, self-instruction, and self-pacing. (For details on the course organization, see ED 010 465, a preliminary report.) Results of the experimental course were compared to those of conventional French sequences over a 3 1/2-year period. One of the more successful features of the course was its flexible framework by which gifted or motivated students could progress more rapidly while weaker students could move at a pace geared to their abilities without being penalized. Dropout rates between experimental and control (conventional) students were insignificant. The novelty of the experimental course was not detrimental to student achievement. Emphasis on laboratory work enhanced speaking abilities but detracted from reading and writing skills. The skill of listening comprehension was not affected. Reactions of instructors and students who actively participated in the experiment were positive. The major problem was the fundamental incompatibility between the experiment's emphasis on audiolingual proficiency and the objective of reading proficiency in conventional French instruction. (See ED 010 464 for an intermediate preprogramed text used in the experimental course.) ED 010 466

See also: 1, 5, 6, 28, 29, 30, 32, 33, 34, 35, 36, 46, 47

GERMAN:

10. Clark, William H.
USING PROGRAMMED FOREIGN LANGUAGE COURSES IN SECONDARY SCHOOL WITH SPECIALLY TRAINED TEACHERS. FINAL REPORT.
Publication date 30 September 1968
58 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Programs, German, High Achievers, High School Curriculum, Language Instruction, Language Learning Levels, Language Research, Language Skills, Language Teachers, Programed Instruction, Secondary Schools, Secondary School Students, Second Language Learning, Spanish, Specialists, Student Motivation, Teacher Guidance, Teacher Role

Designed to develop information on the use of programed self-instruction in foreign languages in the secondary schools, this study indicates that high school students given the equivalent of a first-year Spanish or German course by means of programed self-instruction under the supervision of a specially trained teacher will be able to cope satisfactorily with the second-year classroom course. Following a brief description of the participants and the two-phased experiment, a commentary on the results and a summary of recommendations are presented. Detailed appendixes contain:

(1) student course information, (2) seven relevant questionnaires for students, workshop participants and administrators, and (3) teacher and participant program appraisal forms. ED 025 187

71. Hintermaier, R.
SITUATION DES PU IN DEUTSCHSPRACHIGEN LANDERN (THE STATUS OF PROGRAMED INSTRUCTION IN GERMAN-SPEAKING COUNTRIES)
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research
Publication date February 1970
Publication No. 27 in "Didakometry" Series, February, 1970
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Educational Equipment, German, Instructional Aids, Instructional Materials, Language, Language Instruction, Language Programs, Modern Languages, Programed Instruction, Programed Materials, Statistical Surveys, Teaching Machines, Teaching Programs

Identifiers: Austria, Switzerland, West Germany

A survey of programmed materials in the German language up to January 1970 has recently been completed. It can be seen that the number of teaching programs developed within German speaking countries has increased dramatically during the last few years. The present report gives a brief statistical survey of the situation with comments on some major trends. ED 039 800

72. Lipton, Gladys; And Others
MANUAL TAPE SCRIPTS: GERMAN, LEVEL 2, CURRICULUM BULLETIN, 1969-70 SERIES, NUMBER 19
New York City Board of Education, Brooklyn, N. Y. Bureau of Curriculum Development
Publication date 1970
43 pages
Available from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N. Y. 11201 (00-3032-80, $1.00)
EDRS price: MF-$0.65, HC Not Available from EDRS

Descriptors: Audio Equipment, Audiolingual Methods, Curriculum Enrichment, Generative Grammar, German, Grammar, Language Laboratories, Modern Language Curriculum, Phonotape Recordings, Programed Texts, Scripts, Secondary Schools, Second Language Learning, Tape Recordings, Transformations (Language), Vocabulary, Vocabulary Development

This manual of tape scripts, together with a set of foreign language tapes for Level 2 German, was prepared to support the curriculum bulletin "New York City Foreign Language Program for Schools: German, Levels 1-4." Vocabulary, repetition, transformation, and recombination drills on specific grammatical features allow further development of understanding and speaking skills. The scripts indicate change in speakers, opportunities for student response following a model, and cues for carefully controlled pattern response. Vocabulary used in the 12 scripts, each normally requiring 10 minutes for practice, introduces each lesson. For a companion document see ED 034 470. ED 043 264

3. Raichle, Louise P.; And Others
GERMAN IN THE ELEMENTARY SCHOOLS
New York City Board of Education, Brooklyn, New York Bureau of Curriculum Development
Publication date 1968
115 pages
Available from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($2.50)
EDRS price: MF-$0.65, HC Not Available from EDRS

Descriptors: Articulation (Program), Audiolingual Methods, Audiolingual Skills, Audiovisual Aids, Course Content, Course Objectives, Cirriculum Guides, FLES Guides, FLES Materials, FLES Programs, German, Language Instruction, Language Learning Levels, Language Skills, Language Tests, Pattern Drills (Language), Programed Instruction, Teaching Techniques

The objectives, content, methods, and scope of German instruction for each level of a 3-year FLES program are delineated in this curriculum guide. In the first part, an audiolingual approach is advocated, and specific techniques are suggested for teaching language skills, grammatical structures, and cultural backgrounds. Also discussed are the use of audiovisual resources and the testing of language skills. In the second part, there are topical outlines of instructional suggestions for the first, second, and third year of instruction that consist of an introduction followed by suggested procedure, vocabulary and speech pattern scope, and meaningful activities for each level. A bibliography of general and specific references for FLES German teachers is included. ED 025 179

See also: 6, 11, 14, 17, 20, 38, 46

ITALIAN:

See 28

RUSSIAN:

14. DEVELOPMENTS IN PROGRAMMED TEACHING IN THE USSR
Joint Publication Research Service, Washington, D. C.
Publication date 26 December 1963
Document Not Available from EDRS

Descriptors: Algorithms, Individual Study, Language Instruction, Programed Instruction, Programed Materials, Cybernetics, German, Higher Education, Language Ability, Language Laboratories, Moscow Power Engineering Institute, Teaching Methods, USSR

In this collection of three articles, these topics are covered--foreign language instruction, teaching algorithms, and literature on programed teaching. In the first study, programed language exercises were given in language laboratories to high language ability students to test their skill at independent work. Although the small experimental and control groups switched functions, and a comparison of each group's errors was based on trend data, conclusions favored direct speech

exercises in the laboratory and independent work with programed materials outside the laboratory. In the second summation of experience, it was found that success in teaching algorithms was dependent upon foresight of erroneous answers. Two collections of articles on programed teaching have been published by the Moscow Power Engineering Institute, but unfortunately, both of them were issued in limited copies. These articles were translated from "Vestnik Vysshey Shkoly," Moscow, Volume 21, Number 6, June 1963 and are available from the Clearinghouse for Federal Scientific and Technical Information Joint Publications Research Service, Building Tempo E, Adams Drive, 4th and 6th Streets, S. W., Washington, D. C. 20443.
ED 018 997

5. Lipton, Gladys, and others
MANUAL OF TAPE SCRIPTS: RUSSIAN, LEVELS 1 AND 2. CURRICULUM BULLETIN, 1969-70 SERIES, NUMBER 18
New York City Board of Education, Brooklyn, N. Y. Bureau of Curriculum Development.
Publication date 1970
67 pages
Available from: Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (00-3066-80, $1.50)
EDRS price: MF-$0.65, HC Not Available from EDRS

Descriptors: Audio Equipment, Audiolingual Methods, Curriculum Enrichment, Generative Grammar, Grammar, Language Laboratories, Modern Language Curriculum, Phonotape Recordings, Programed Texts, Russian, Scripts, Secondary Schools, Second Language Learning, Tape Recordings, Transformations (Language), Vocabulary, Vocabulary Development

This manual of tape scripts, together with a set of foreign language audio tapes for Levels 1 and 2 Russian, was prepared to support the curriculum bulletin, "New York City Foreign Language Program for Schools: Russian, Levels 1-4." Vocabulary, Repetition, transformation, and recombination drills on specific grammatical features allow further development of understanding and speaking skills. The scripts indicate change in speakers, opportunities for student response following a model, and cues for carefully controlled pattern response. Vocabulary used in the 22 scripts, each normally requiring 10 minutes for practice, introduces each lesson. Tape scripts are written in Cyrillic script. The material may be used in or out of sequence in the regular classroom or in the language laboratory. ED 043 265

6. Myers, M. Keith
AUDIO-LINGUAL SELF-INSTRUCTION IN RUSSIAN, EARLHAM COLLEGE SELF-INSTRUCTION PROJECT, A REPORT OF DEVELOPMENTAL RESEARCH
Publication date January 1962
120 pages
EDRS price: MF-$0.65, HC-$6.58

Descriptors: Autoinstructional Programs, Language Research, Programed Texts, Russian, Workbooks, Course Descriptions, Indiana, NDEA Title VII, Post Testing, Pretesting, Pronunciation Instruction, Tape Recordings, Translation, Vocabulary, Word Recognition

An audiolingual, self-instructional course in Russian, as described here, can serve to coordinate the complex interaction between student, teacher, and workbook. The

use of a programed workbook and taped materials is discussed in Part I, giving consideration to such factors as course procedures, conversation tapes, pronunciation, and reading. The difficulty of developing an autoinstructional course because individual pace varies is reflected in Part II where sample pretests, posttests, and sets of scores are given. The final section consists of a 100-page notebook which was used to develop the comprehension, speaking, and writing of 438 Russian words by presenting the target vocabulary in Russian print, italic, manuscript, and the English equivalent. ED 013 052

'7. McDonald, Pearl S.; Bell, Robert
EXPERIMENTAL USE OF SELF INSTRUCTIONAL COURSES IN RUSSIAN AND SPANISH BY SECONDARY SCHOOL STUDENTS
Arlington County Public Schools, Virginia
Publication date April 1964
41 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Aids, Autoinstructional Programs, Programed Instruction, Russian, Spanish, Arlington, Virginia

Self-instruction summer courses in Russian and Spanish were offered to obtain some qualified answers to questions of subject matter, manner of presentation, and subjects. The purpose was to develop some evidence of the appropriateness and feasibility of later use of the programed courses on a broader scale. Twelve subjects were used for the study. It was concluded that motivated students of proven language aptitude and experience can instruct themselves in an additional language with programed materials. ED 003 906

'3. Saltzman, Irving J.
THE CONSTRUCTION AND EVALUATION OF A SELF-INSTRUCTIONAL PROGRAM IN RUSSIAN
Indiana University Foundation, Bloomington
Publication date 1964
64 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Audiolingual Methods, Audiovisual Aids, Autoinstructional Aids, College Students, High School Students, Instructional Materials, Language Instruction, Language Skills, Programed Instruction, Programed Materials, Research Tools, Russian, Students, Tape Recordings, Bloomington, Indiana, Seattle, Washington

A self-instructional programed course in Russian was constructed. Fifteen thousand printed frames and 306 tapes were prepared for use by high school or first-semester college students. The materials were used to (1) provide a research tool for studying second language instruction and acquisition and (2) yield information about the development of extensive programed self-instruction courses. Materials for the first half of the course (writing Russian script) were field tested at the University of Washington, Seattle. Materials for the second half of the course, dealing with oral translation of printed Russian, were tested at Indiana University, Bloomington. Five brief studies of second language learning were performed with a section on the writing of Russian script. These studies included (1) review compared with nonreview, (2) order of presenting audio and visual materials, (3) comparisons between results achieved with pictorial and nonpictorial forms of the

materials, (4) comparisons of controlled rest periods versus rest periods taken at student option, and (5) comparison of various modes for using lined and unlined paper to present the programed instructions. The evaluation did not reveal significant differences between the compared groups. ED 003 180

9. Schmidt-Mackey, Ilonka
THE CYRILLIC ALPHABET: A PROGRAMMED, SELF-TEACHING INTRODUCTION TO THE READING OF RUSSIAN, UKRAINIAN, SERBIAN AND BULGARIAN
Publication date 1969
48 pages
Available from: Marcel Didier, 1442 Avenue McGill College, Montreal, P. Q., Canada
Document Not Available from EDRS

Descriptors: Autoinstructional Aids, Bulgarian, Cyrillic Alphabet, Programed Instruction, Reading Development, Reading Skills, Russian, Ukrainian, Workbooks, Writing, Serbian

This programed, self-teaching workbook is designed to serve as a simple and efficient introduction to the reading of languages written in a cyrillic alphabet, languages such as Russian, Ukrainian, Serbian, and Bulgarian. It is limited to the acquisition of letter recognition and is not concerned with problems of writing, grammar, vocabulary, or pronunciation. Some indication, however, is given of the sound values of each of the letters in order to help the learner remember them. The guide word on top of each page indicates the phonetic value which comes nearest to English. One letter is introduced at a time, chosen because of its relative facility, frequency and importance, while combining it with the letters already learned. Examples are chosen from cognates likely to be known in English, words which appear in a similar form in most Slavic languages. This workbook may be used with any beginning language text book. In reading methods and all-skill methods, it may be used as a preparatory pre-course; in oral methods, it should be brought in at the point where reading is first introduced. (Prior to publication, several versions of this programmed pre-course were tried on different groups of beginning students in Russian over a period of ten years.) ED 040 376

10. Suppes, Patrick; Crothers, Edward
APPLICATION OF MATHEMATICAL LEARNING THEORY AND LINGUISTICS TO SECOND-LANGUAGE LEARNING, WITH PARTICULAR REFERENCE TO RUSSIAN. FINAL REPORT.
Stanford University, California Instutute for Mathematical Studies in Social Science
Publication date August 1967
30 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: College Language Programs, Comprehension Development, Computer Assisted Instruction, Course Descriptions, Curriculum Development, Grammar, Instructional Materials, Japanese, Language Instruction, Language Research, Learning Theories, Linguistics, Mathematical Applications, Programed Instruction, Programed Materials, Russian, Second Language Learning, Speech Skills, Teaching Techniques, Vocabulary Development, California, Stanford University

The report describes the development and procedures of a computer-based first year course in Russian vocabulary and grammar, which will be introduced at Stanford in September 1967. The final exam will be the same for the computer-based sections

as for the conventional sections. The program is being produced through the joint efforts of the psychologist, linguist-language teacher, native Russian informant, and computer programer on the project. Thirty-four of the planned 100 lessons have been prepared. Installation of teletypes and tape recorders is in progress. Also an experiment is being run to determine the factors that influence ease of learning to comprehend Russian speech. Comprehension is measured either by asking the student to translate the utterance he heard, or to answer questions based on it. Analyses will seek to relate the proportion of errors to syntactic and phonetic properties of the speech, using regression techniques. Finally, a study involving learning of Japanese-English vocabulary pairs permitted specification of some of the linguistic determinants of difficulty in learning word-for-word translations. Included in the appendixes are (1) instructions for lesson programers on programing vocabulary items and presenting grammatical rules, and (2) a detailed list of the contents to be covered in each of 30 lessons. ED 018 158

See also: 41, 42, 43, 49

BIBLIOGRAPHIES AND REFERENCES:

PROGRAM INFORMATION SHEETS ON SELF-INSTRUCTIONAL LANGUAGE MATERIALS
Center for Applied Linguistics, Washington, D. C.
Publication date September 1968
95 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Autoinstructional Aids, Course Descriptions, Curriculum Evaluation, English, English (Second Language), French, German, Greek, Haitian Creole, Hebrew, Instructional Materials, Japanese, Language Instruction, Latin, Program Descriptions, Programed Materials, Programed Texts, Reading, Reference Materials, Russian, Spanish, Thai

These descriptive information sheets have been compiled by the Clearinghouse for Self-Instructional Language Materials at the Center for Applied Linguistics. They are intended to provide potential program users and other interested persons with detailed information on available programed materials in English as a foreign language, English as a native language, reading, and the following languages: French, German, Greek, Haitian Creole, Hebrew, Japanese, Latin, Russian, Spanish, and Thai. Each sheet lists name and author of the text, the publisher, edition, and program availability, price, and other pertinent information such as the type of format, presentation device, program reusability, content and terminal objectives, program organization, response characteristics, student population, course level, prerequisites, completion time, suggested uses, tests of supplementary materials included with the program, and developmental research reports and other literature relating to the program. ED 023 084

Chamberlin, Jane Scott
SOURCE MATERIALS FOR TEACHERS OF FOREIGN LANGUAGES
National Education Association, Washington, D. C. Dept. of Foreign Languages
Publication date 1968
31 pages

Available from: Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036, Stock Number 381-11824 ($1.00)
EDRS price: MF-$0.65, HC Not Available from EDRS

Descriptors: Annotated Bibliographies, Audiovisual Aids, Career Opportunities, Culture Contact, English (Second Language), Foreign Language Periodicals, Instructional Aids, Instructional Materials, Language Instruction, Language Research, Linguistics, Modern Languages, Programed Instruction, Reference Materials, Resource Guides, Resource Materials, Second Language Learning, Study Abroad, Textbooks

Compiled for language teachers and directors of instructional materials centers, this reference list contains mostly recent materials. Each listing includes price of the item, publisher or distributor, as well as a content annotation where necessary. Teaching aids and professional references make up the two largest sections. English as a foreign language, foreign language publications, linguistics, and textbooks are next in size. Briefer lists cover course outlines, cultural aids, evaluation and testing, international understanding, language laboratories, programed instruction, research, study abroad, and vocational opportunities. ED 022 406

3. Eaton, Esther M., and others
SOURCE MATERIALS FOR SECONDARY SCHOOL TEACHERS OF FOREIGN LANGUAGES
Sponsoring Agency: Office of Education (DHEW), Washington, D. C. Bureau of Research
Publication date 1966
33 pages
Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (FS 5.227:27001C, $.25)
EDRS price: MF-$0.65, HC Not Available from EDRS

Descriptors: Audiovisual Aids, Catalogs, English (Second Language), Foreign Language Periodicals, Instructional Materials, Language Instruction, Language Laboratories, Language Research, Language Tests, Linguistics, Modern Languages, Programed Instruction, Reference Materials, Secondary School Teachers, Textbooks

A source list of instructional materials on foreign language teaching for use in secondary schools covers such topics as audiovisual aids, curriculum guides, cultural and travel aids, foreign language periodicals, language tests, vocational opportunities, language laboratories, linguistics, and programed instruction. All items are for sale and prices are listed. ED 026 932

Fauser, Christl; Stolurow, Lawrence M.
ABSTRACT OF FOREIGN LANGUAGE PROGRAMS. PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING, TECHNICAL REPORT NO. 7
Illinois University, Urbana, Bureau of Educational Research
Publication date November 1965
82 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Bibliographies, Language Instruction, Programed Instruction, Programed Materials, Resource Guides, English, French, German, Greek, Italian, Japanese, Language Programs, Latin, Russian, Spanish, Urbana

This was a compilation of abstracts of foreign language courses which were either totally or partially programed. These courses had English either as the target or as the student language. In addition to programs that were available, information about certain programs which might later be available was also included. The names and addresses of publishers or distributors were usually given. The programs were in no way evaluated. The listing of a program was not meant to imply recommendations or a judgment about quality of the materials or procedures.
ED 011 046

35. Fiks, A. I.
FOREIGN LANGUAGE PROGRAMMED MATERIALS: 1969. ERIC FOCUS REPORTS ON THE TEACHING OF FOREIGN LANGUAGES, NUMBER 7
American Council on the Teaching of Foreign Languages, New York, N. Y.; Modern Language Association, New York, N. Y. ERIC Clearinghouse on the Teaching of Foreign Languages
Sponsoring Agency: Modern Language Association of America, New York, N. Y.
Publication date 1969
10 pages
Available from: MLA/ACTFL Materials Center, 62 Fifth Ave., New York, New York 10011 ($.25)
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Annotated Bibliographies, Educational Technology, French, German, Greek, Hebrew, Instructional Innovation, Language Instruction, Latin, Programed Instruction, Programed Materials, Programed Texts, Russian, Second Language Learning, Spanish, Thai

This annotated bibliography of programed language instruction materials lists forty-eight programs by language; including French (17), Spanish (15), German (6), Russian (3), Latin (3), and other languages (4). Information is provided on title, publisher, or supplier, author, price, student level, course objectives, mode of student response, special devices needed, format, completion time, number of frames, and an index of approximate information unit size. A list of publishers and distributors of programed materials is supplied. ED 031 983

36. Lange, Dale L., Comp.
1969 ACTFL ANNUAL BIBLIOGRAPHY OF BOOKS AND ARTICLES ON PEDAGOGY IN FOREIGN LANGUAGES
American Council on the Teaching of Foreign Languages, New York, N. Y.; Modern Language Association, New York, N. Y. ERIC Clearinghouse on the Teaching of Foreign Languages
Sponsoring Agency: Modern Language Association of America, New York, N. Y.; Office of Education (DHEW), Washington, D.C.
Publication date May 1970
Reprint from Foreign Language Annals, v3 n4 May 1970
52 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Applied Linguistics, Bibliographies, Classical Languages, Cross Cultural Training, Curriculum Planning, Curriculum Problems, Greek, Language Instruction,Language Laboratory Equipment, Language Teachers, Language Tests, Latin, Learning Processes, Literature, Modern Languages, Second Language Learning, Teacher Education, Teacher Qualifications, Teaching Machines, Teaching Methods

Compiled from a master list of about 300 journals and various book sources, this third annual selective bibliography published by the American Council on the Teaching of Foreign Languages (ACTFL) lists 1,377 items concerned with pedagogy in modern foreign languages, Latin, Greek, English as a second language, and applied linguistics. The 1969 listing provides continuity with the Birkmaier-Lange "Selective Bibliography on the Teaching of Foreign Languages 1920-1966" and the ACTFL bibliographies of 1967 and 1968. The bibliography for 1969 differs in several ways from its predecessors. Changes have been made in the classification system in order to provide better organization of information published in the fields which relate to foreign language teaching. The most visible change in this regard is the addition of a new section entitled General. The first division, which is entitled "Content and Organization of Foreign Language Learning," includes entries on Linguistics, Analysis and Teaching of the Sociocultural Context, Teaching the Foreign Literature, and Curricular Problems and Developments. The second division is concerned with "Theory and Practice of Foreign Language Teaching and Learning" and includes sections entitled Physiology and Psychology of Language Learning, Teacher Education and Qualifications, Methods, Equipment, and Testing. There is also an author index. For related documents see ED 021 152, ED 024 293, ED 025 988, and ED 029 158. ED 040 625

7. Pulliam, Robert
AUTOMATIC SPEECH RECOGNITION IN THE TEACHING OF SECOND LANGUAGES: AN ANNOTATED BIBLIOGRAPHY
Pulliam and Associates, Research Consultants, Fairfax, Virginia
Publication date January 1970
27 pages
EDRS price: MF-$0.65, HC-$3.29

Descriptors: Acoustic Phonetics, Annotated Bibliographies, Computer Assisted Instruction, Language Instruction, Language Laboratories, Psycholinguistics, Teaching Machines, Teaching Methods

Identifiers: Automatic Speech Recognition

This bibliography, containing 73 annotated entries, is designed as an aid to researchers who may wish to experiment using automatic speech recognition in programed instruction, computer assisted instruction, or task simulation devices. The bibliography samples recent literature on the technology of automatic speech recognition, on efforts to employ it at elementary technical levels, and on devices which evaluate speech as visual displays. Collateral material is added, from several disciplines, which may be useful to experimenters in formulating further research. A special focus is the teaching of second languages. A brief introduction deals with the development of automatic speech recognition and its use in teaching machines. ED 039 515

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